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1957-59



North Carolina
Board of Higher Education

Biennial Report

1957-59

ERRATA

Chart E appearing on page 70 showing Recommended Community College Centers erroneously shows a star in Montgomery County. This star should have been placed in Mecklenburg County.

**North Carolina
Board of Higher Education**

February 4, 1959

To His Excellency, LUTHER H. HODGES, Governor

and

THE GENERAL ASSEMBLY SESSION OF 1959

and

THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN NORTH CAROLINA

Complying with the requirement of Chapter 1186, General Assembly Session of 1955, creating the North Carolina Board of Higher Education, we have the honor to submit the following biennial report setting forth the progress, needs and recommendations with respect to the State system of higher education.

D. HIDEN RAMSEY, *Chairman*

L. P. MCLENDON, *Vice Chairman*

MRS. T. R. EASTERLING, *Secretary*

N. ELTON AYDLETT

OLIVER C. CARMICHAEL

W. D. HERRING

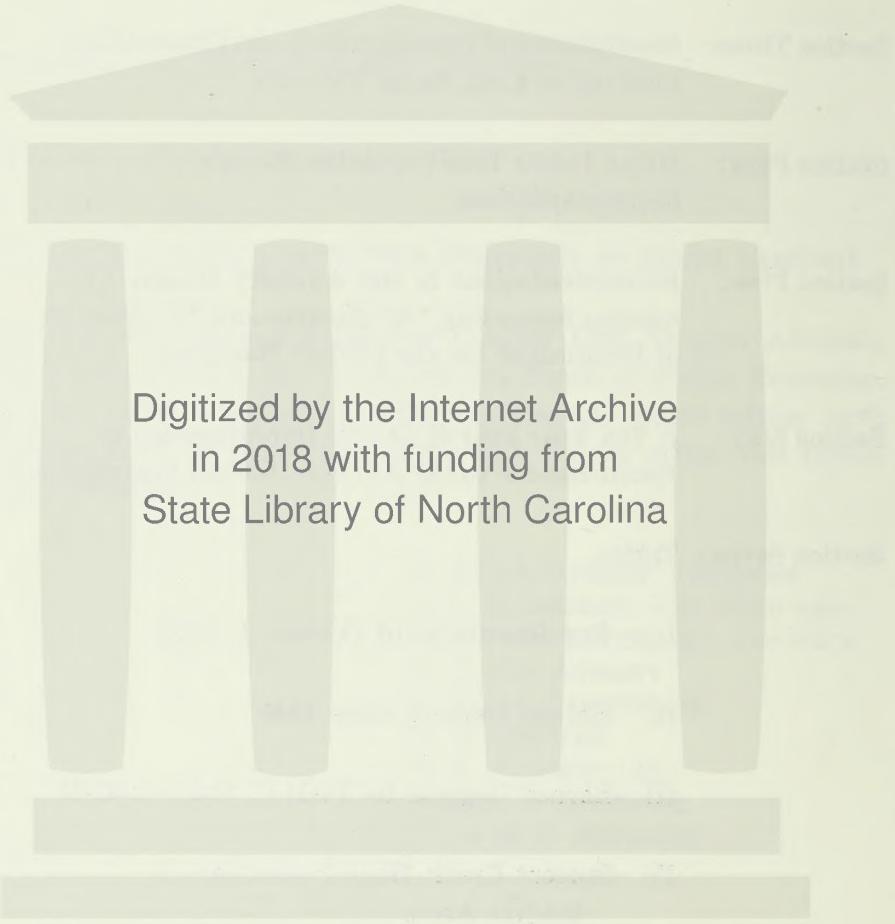
W. J. KENNEDY, JR.

ROBERT LASSITER, JR.

CHARLES H. REYNOLDS

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SECTION ONE

ORGANIZATION OF THE BOARD AND STAFF

Since the Board's last biennial report two members have resigned to assume other positions. Mr. E. L. White resigned upon appointment to the Highway Commission; Mr. William F. Womble resigned upon appointment to the Advisory Budget Commission. Their resignations became effective in July 1957. Mr. White was succeeded by Dr. Oliver C. Carmichael. Mr. Womble was succeeded by Mr. N. Elton Aydlett.

Officers of the Board are:

D. Hiden Ramsey, Chairman
L. P. McLendon, Vice Chairman
Mrs. T. R. Easterling, Secretary

Committees of the Board Four committees serve to formulate recommendations for consideration by the Board. These committees are:

The Finance Committee:

L. P. MCLENDON, *Chairman*
CHARLES H. REYNOLDS
ROBERT LASSITER, JR.
N. ELTON AYDLETT

The Committee on Educational Programs and Policy:

OLIVER C. CARMICHAEL, *Chairman*
L. P. MCLENDON
W. J. KENNEDY, JR.
W. D. HERRING

The Committee on Educational Television:

W. D. HERRING, *Chairman*
MRS. T. R. EASTERLING

The Committee on Testing Programs:

W. D. HERRING, *Chairman*
OLIVER C. CARMICHAEL
W. J. KENNEDY, JR.

The Chairman of the Board is ex officio member of all committees.

Staff Members Full-time members of the staff of the Board are:

J. HARRIS PURKS, *Director*

KENNETH C. BATCHELOR, *Budget Analyst*

MRS. MARIE WILEY, *Secretary*

MRS. MARY WELLS, *Secretary*

Mr. Charles H. Little, Jr., of the State College faculty, was employed on a temporary basis in the summer of 1958, and with the approval of the University he is now employed on a part-time basis.

Dr. Paul A. Reid, formerly Assistant Director, resigned in May 1957 in order to accept the position of President of Western Carolina College. The position of Assistant Director has not yet been filled.

SECTION TWO

REVIEW OF ACTIVITIES

I. During the 1957 General Assembly Session

The Board sponsored or supported several measures which were approved by the 1957 General Assembly. It notes with satisfaction the final action with respect to appropriations for maintenance budgets and for capital improvements.

The Community College Act This legislation provided a plan of organization and operation for community colleges, and was designed as a legislative charter for them. It authorized the levy of taxes and the issuance of local bonds for their support.

Revision of Charters of Certain Institutions The 1957 Biennial Report of the Board called attention to the need for revision of the charters of public institutions. House Bill 908, ratified June 6, 1957, revised the charters of Appalachian State Teachers College, East Carolina College, Western Carolina College, Pembroke State College, North Carolina College at Durham, Agricultural and Technical College, Elizabeth City State Teachers College, Fayetteville State Teachers College and Winston-Salem Teachers College.

This legislation brought the charters of these institutions in line with their activities and provided for changes in emphasis consistent with the Board's plan to promote the development of a system of higher education.

The legislation also provided that each of these institutions shall have a board of trustees of twelve members appointed for terms of eight years, beginning July 1 of odd-numbered years, with terms staggered so that three vacancies occur every two years.

Scholarship Loon Fund for Prospective Teachers This legislation provided for 300 regular scholarship loans in the amount of \$350 each in the first year of the biennium and 600 such scholarship loans in the second year of the biennium to be awarded to prospective teachers, and 200 summer school scholarship loans in the amount of \$75 each to be awarded in each summer session of the 1957-59 biennium.

These awards are renewable for four years, thus permitting promising high school graduates to obtain scholarship loans in the amount of \$350 in each of four academic years of preparation for teaching. Recipients receive credits toward the loan obligation incurred in the amount of \$350, with accrued interest thereon, for each full year that the recipient teaches in the public schools of North Carolina after qualifying as a teacher. In lieu of repayment in this manner the recipient may repay the

loan in cash, interest being computed at the rate of four per cent per annum.

The Revolving Fund

In its report to the Advisory Budget Commission in September 1956 the Board recommended the establishment of a Revolving Fund for the construction of dormitories in the amount of \$10,000,000. Under the Board's plan the State would make loans to institutions for the construction of dormitories on a self-liquidating basis, the loans to be repaid at a fixed annual rate of four per cent of the loan to cover both interest and retirement of principal, said repayments to be held in the Revolving Fund for the construction of additional dormitories at the same or other institutions.

The Board was of the opinion that this plan would provide a means of solving the dormitory problem for many years to come. Computations made by the Board pointed to the possibility that full use of the Revolving Fund under these specifications could provide 4,000 initial dormitory beds, returning to the Revolving Fund \$100 per annum for each bed, thus providing additional funds for the year by year construction of additional beds under the same self-liquidating terms. This compounding of the number of beds, if utilized to the full, would have, at the end of 35 years following the initial occupancy of the original 4,000 beds at an estimated cost of \$2,500 per bed, produced a total of 15,037 beds costing \$37,589,499 without any additional appropriation by the State, and would leave the Revolving Fund with assets of \$19,308,259 in notes receivable.

The General Assembly did not follow the exact recommendation of the Board. However, it did establish a Revolving Fund For The Construction of Self-Liquidating College Facilities, and appropriated \$6,686,000, specifying initial projects as follows, subject to approval of the Advisory Budget Commission as to terms: Nurses' dormitory and Health Affairs dormitory at the University in Chapel Hill, \$175,000 and \$790,000 respectively; gymnasium at State College, \$1,411,000; dormitory at State College, \$1,000,000; dormitory at East Carolina College, \$750,000; girls' dormitory at A & T College, \$500,000; replacement of Lovill Hall at Appalachian State Teachers College, \$1,000,000; another dormitory at Appalachian State Teachers College, \$750,000; dormitory at Winston-Salem Teachers College, \$310,000.

Although the foregoing appropriations were approved by the General Assembly, the amount actually committed during the biennium was \$1,411,000, leaving an unexpended balance of \$5,275,000 in the Revolving Fund.

Issuance of Revenue Bonds to Provide Student Housing

This legislation, sponsored originally by the University to provide a means for acquiring funds to build dormitories, was, after conference with the Board, extended so as to cover all public residential institutions of higher education. This legislation was necessary in order to

make possible the growth of residential institutions in view of the reluctance of successive General Assembly Sessions to provide dormitories by outright appropriations. It was timely in that the Home and Housing Finance Agency of the Federal Government had funds available for construction of dormitories on a self-liquidating basis, and in that it afforded a choice between the newly created Revolving Fund and the HHFA as sources of capital.

Chapter 1131, Session Laws of 1957, provided that housing projects made possible under the legislation should be approved by the Board of Trustees of the institution issuing the bonds, the Board of Higher Education and the Advisory Budget Commission.

The Appropriations Act The original requests for appropriations toward maintenance budgets which were submitted to the Board by institutions other than community colleges amounted to \$57,004,827 for the 1957-59 biennium. The Board recommended a total of \$50,970,891 to the Advisory Budget Commission. The General Assembly made available a total of \$49,322,687.

The Board in its report to the Advisory Budget Commission urged that the General Assembly make funds available for increases in salaries of personnel not classified under the Personnel Act to be applied by the institutions on a discretionary basis, subject only to approval by the Director of the Budget.

The Board wishes to emphasize the importance of the favorable action of the General Assembly on this request. The funds made available and the discretionary authority allowed in their use have been of great assistance in enabling the State's institutions to obtain and retain qualified personnel at a time when the competition for such personnel has become critical.

The original requests by institutions for capital improvements for the 1957-59 biennium amounted to a total of \$50,633,072. The Board recommended a total of \$25,416,598 including \$10,000,000 for the establishment of a revolving fund for the construction of dormitories on a self-liquidating basis. The General Assembly made available a total of \$21,899,485.

Of the total amount made available by the General Assembly \$14,541,485 was by outright appropriation from surplus, including \$6,686,000 for the Revolving Fund. In addition \$7,358,000 to be obtained by the issuance of bonds was appropriated for specific building projects.

II. In the 1957-59 Biennium

Visitations During the biennium the Board has visited each of the State's institutions of higher education. These visits have afforded the members of the Board an opportunity to observe first-hand the educational needs of each institution.

**Recommendations
for
Authorization
of
Self-Liquidating
Dormitories**

Under the provisions of Chapter 1131, Session Laws of 1957, the construction of a self-liquidating dormitory facility must be approved by the trustees of the institution, by the Board of Higher Education and by the Advisory Budget Commission.

Since the enactment of this legislation the Board has given approval to the following projects:

North Carolina College at Durham	200 beds
Agricultural & Technical College	200 "
East Carolina College	500 "
Appalachian State Teachers College	300 "
School of Nursing, University of N. C.	80 "
East Carolina College (multi-purpose)	60 "
University of N. C.	400 "
North Carolina State College	800 "
University of N. C.	208 units for married students
North Carolina State College	300 units for married students

The Board has approved all projects as requested by institutions with the exception that the request of the University for 500 units for married students at State College was reduced to 300 units.

In its presentation to the Advisory Budget Commission in September 1956 the Board had called attention to the desirability of providing housing for married graduate students, but had expressed its opinion that the State should not yet attempt to provide housing for married undergraduate students.

When the application for 500 units for married students at State College was reviewed, it was apparent that this number was considerably in excess of the number of married graduate students at the College.

The Board was aware of the fact that many married veterans who were considerably older than other undergraduates were living in sub-standard quarters. However, the benefits accruing to veterans were rapidly approaching an effective expiration date. The Board noted that the housing units, if approved, would not be available during the academic careers of most of the married undergraduate veterans at the College, and concluded that the construction of the requested total of 500 units, to become available two or three years after approval, would inevitably result in the use of many units for married undergraduate non-veterans.

Manifestly the cost of providing housing for married students is greatly in excess of housing for single students. The Board was, therefore, of the opinion that a policy of such far-reaching proportions as the provision of housing units for married non-veteran undergraduates should be subject to approval by the General Assembly. Consequently the Board approved of only 300 units, qualifying its statement by the words "at this time."

**Uniform
Method of
Reporting
Enrollments**

The Board has been much concerned about the unreliability of interpretations of educational statistics, nation-wide and state-wide. Enrollments can be reported in a number of ways.

- a) Head count, including extension courses, credit and non-credit;
- b) Head count of residential and day students;
- c) Full-time equivalent students, including extension courses, credit and non-credit;
- d) Full-time equivalent residential and day students.

Other variations in the counting method are possible.

The staff of the Board, the Secretary of the North Carolina College Conference and a representative of the Budget Bureau have addressed themselves to the problem of devising a uniform system for reporting enrollments. In September of 1958 the new report forms were sent to all public institutions from the Board's offices and to all private institutions from the office of the Secretary of the North Carolina College Conference.

Enrollment reports are now comparable between all institutions, public and private.

Enrollments as of October 1, 1958 are reported in Table I of Section Seven.

**Pre-Admission
Testing
Program**

The Board enthusiastically supported the request of the University that a sum approximating \$28,000 be made available to the University for its testing program.

The Board included in its recommendation a provision for one other institution which was considering this plan, should it see fit within the biennium, to adopt the policy in force at the University. This institution did not elect to do so.

**Closed
Circuit
Television**

At its meeting on August 2, 1957 the Board recommended the release of funds authorized in the Contingency and Emergency Fund for an experiment in the use of closed circuit television for instruction at East Carolina College. This experiment had been recommended by the Board in its 1957 Biennial Report.

Trial runs were initiated in the Summer Session of 1958. With the beginning of the Fall Quarter classes in 12 rooms were under instruction by television for four hours a day. The four subjects thus taught are: Orientation, Freshman English, American History and General Science. Control sections taught by the regular method provide opportunity for comparison. Although the results of the experiment are not yet conclusive, East Carolina College reports that the test scores made by students in television sections and those made by students in control sections have been about the same.

**Approval of
New Programs**

The Board has approved of the following new academic programs for activation in the 1957-59 biennium:

University of North Carolina at Chapel Hill:

Ph.D. program in Sanitary Science

N. C. State College:

Ph.D. program in Civil Engineering

Ph.D. program in Agricultural Engineering

The Board has also approved occupational courses in Secretarial Science, Cosmetology, Brick Masonry and Electricity at Elizabeth City State Teachers College, and Auto Mechanics at Fayetteville State Teachers College. The Board's policy in this respect is explained in Section Three of this report.

**Computer
Laboratory
at the
University
of N. C.**

On November 22, 1957 officials of the University called to the attention of the Board their hopes that through a cooperative program not involving large appropriated sums the most modern type of electronic computer, valued in excess of \$2,000,000, would be made available to the University by

aid from The National Science Foundation, the Bureau of the Census, and the Sperry-Rand Corporation. The research potential of the instrument and its value as an instructional tool for students interested in modern computation techniques immediately commended themselves to the Board.

The Board approved of the program on educational grounds and subsequently recommended the University's request for \$75,000 for operating expenses associated with activation of the program.

**Scholarship
Loan Fund for
Prospective
Teachers**

In sponsoring this program in the 1957 General Assembly the Board recommended that it be administered by the Department of Public Instruction in order that awards might be made in full view of the shortage of teachers in critical areas of instruction.

This program has been enthusiastically received. Although the program was not assured until the Appropriations Act was passed in June 1957, the Department of Public Instruction received 1,900 inquiries before the opening of the fall term of colleges.

A summary of inquiries, applications and awards for 1957 and 1958 illustrates the demand for this program.

	1957	1958
Number of Inquiries	1,900	3,300
Number of Applications	1,350	1,375
Number of New Awards		
At 25 private institutions	94	92
At 11 public institutions	206	246
1957 awards continued into 1958		282
Awards in effect now		620

A study of awards made in 1957 and new awards made in 1958 shows an increase in the number of these prospective teachers who are interested in preparing to teach fundamental academic subjects.

	1957	1958
Mathematics	33	46
English	31	52
Science	20	38

The increases which have been shown are most encouraging, but the small numbers indicate the need for an expansion of the program.

**Community
Colleges**

Asheville-Biltmore College, Charlotte Community College System and Wilmington College have now qualified as Community Colleges under the Community College Act.

The following amounts of grants-in-aid toward operating expenses of these colleges, payable at the rate of three dollars per student quarter hour of instruction delivered in academic courses to North Carolina residents, as provided in the Appropriations Act, were made during the fiscal year 1957-58:

Asheville-Biltmore College	\$ 24,885.00
Charlotte Community College System	
Carver College	29,622.00
Charlotte College	46,629.00
Wilmington College	48,434.50
Total	\$149,570.50

By action of the Advisory Budget Commission the \$1,500,000 appropriation for capital improvements at these colleges, made possible under the 1957 Appropriations Act, has been allotted as follows:

Asheville-Biltmore College	\$ 375,000
Charlotte Community College System	575,000
Wilmington College	550,000
Total	\$1,500,000

The Board is pleased to report that citizens in these communities have voted for local bonds in support of capital improvements which more than match the State appropriations. These communities have voted for bonds as follows:

Asheville-Biltmore College	\$ 500,000
Charlotte Community College System	975,000
Wilmington College	600,000
Total	\$2,075,000

**Technical
Institutes**

The technical institute program recommended by the Board in its 1957 Biennial Report called for the establishment of technical institutes of college grade at Asheville-Biltmore College, Charlotte College and Wilmington College; for the revision of the curriculum at Gaston Technical Institute to conform with standards of the Engineers Council for Professional Development; for the establishment in the eastern part of the State of another such technical institute to be operated by the University under the supervision of State College.

Wilmington College and Charlotte College are now operating technical institutes within limits imposed by lack of facilities. Facilities for the inauguration of a technical institute program at Asheville-Biltmore College are foreseen as a consequence of the successful bond issue campaign in Asheville. Extensions in the scope of technical institute programs at Charlotte and Wilmington will be made possible when the new facilities, with funds now assured, become available.

State College has now completed the renovation of a building in Gastonia which was provided by the generosity of Firestone Tire and Rubber Company, and Gaston Technical Institute is now operating according to plan. The need for this institution is indicated by the doubling of its enrollment in one year following the announcement of its projected new facilities and programs.

After exploring the advisability of immediate establishment of the authorized institute in the eastern part of the State, a joint committee from the Advisory Budget Commission and the Board concluded, the University concurring, that the creation of this institute should be deferred pending further experience with Gaston Technical Institute.

Libraries In the fiscal year 1957-58 the number of volumes in the libraries of public institutions of higher education in North Carolina increased by 93,139 to a total of 1,827,930, according to statistics compiled by the North Carolina State Library.

Uniform System of Accounting and Reporting In its 1957 Biennial Report the Board called attention to the lack of uniformity in accounting procedures and reports among institutions of higher education and pointed to the difficulty of making comparisons between the operations of institutions. The Board urged that a uniform system be adopted.

The Board is now able to report that the Department of Administration has taken the lead in this matter, and it is hoped that a uniform system of accounting and reporting will be accomplished at an early date. The State Auditor and the Board's Budget Analyst are cooperating in this work.

Long Range Planning The major portion of the work of the staff and of the Board has been directed toward the formulation of long range plans for a system of higher education. Early in the course of deliberations it was apparent that a concentrated effort should be made to accumulate accurate and detailed information concerning the facilities at each institution, the rates of use of space, the registration pattern, the projected growth of institutions, and the probable enrollment of North Carolina youth in higher education in the 1959-69 decade.

The volume of work associated with the gathering of this information would have required a relatively large expansion of the Board's staff. Yet it was clear that after the accumulation of this information had been achieved the normal staff complement should be able to keep the files abreast of changes. The Board, therefore, decided to make use of the staff and facilities of an organization which specializes in educational surveys.

After investigation of several such organizations the Board entered into a contract with the firm of Engelhardt, Engelhardt, Leggett and Cornell on September 13, 1957.

The work involved in this contract has now been completed, and the report of this organization, supplemented by a large amount of information accumulated and analyzed by the regular staff of the Board, has served as a basis for deliberation by the Board in formulating its projections and recommendations for higher education in the next decade.

File Information When the Board began to explore the problem of developing a long range plan for a State system of higher education,

it was realized that a basic need for such planning was reliable statistical information about both public and private institutions of higher education in North Carolina. Theretofore such information had never been assembled on an exactly comparable basis, primarily because no agency charged with such duty was in existence. Consequently, the Board has diligently applied itself to the assembling of statistical data and other relevant information. Included in the files of the Board are the following:

- 1) Projections of population of the college age group through 1970, including county by county projections of high school graduates and probable applicants for admission to college.
- 2) Space utilization, both as regards student stations (seats and laboratory spaces) and teaching stations (classrooms and laboratories), as of the fall term of 1957, for buildings in all public institutions of higher education in North Carolina.
- 3) Dormitory capacity, existing and authorized, for all institutions.
- 4) Number of students housed in dormitories, fall term 1957 and fall term 1958.
- 5) Descriptions of the nature of the use of buildings, including appraisals of design as related to the uses to which buildings are currently placed.
- 6) State-by-state analyses of the ratio of college enrollments to college age population, actual for five years and projected through 1973.
- 7) Degrees awarded by North Carolina public institutions, by level and by specialization, for the past ten years.
- 8) Detailed information on the registration pattern in public institutions for the summer session of 1957 and for the regular academic year 1957-58, showing registration course by course, level by level, and section by section.
- 9) The number and amounts of scholarships, fellowships, loan funds and self-help opportunities at each institution.
- 10) Analyses of section size, by institutions, by levels and by subject areas.
- 11) Analyses of distribution of instructional load by subject matter areas, by level and by institution.
- 12) Appropriations, budgets and expenditures, by institutions, for the past 20 years.
- 13) Space utilization rate studies, nation-wide and in North Carolina public institutions.

- 14) Nation-wide survey of salaries paid, by type of institution, by academic rank, and by administrative function.
- 15) Student-teacher ratios in all North Carolina public institutions, department by department for 1957-58.

The large volume of information on file does not appear appropriate for inclusion in this report. An effort will be made, however, to convey an accurate impression of much of this information in perspective.

**Recommendations
To The Advisory
Budget Commission**

In even-numbered years a large portion of the work of the Board relates to the recommendations which it must make to the Advisory Budget Commission in the fall preceding the General Assembly Session.

The Board presented its recommendations with respect to the "A" Budgets and "B" Budgets of institutions on September 16, 1958 and presented its recommendations with respect to capital improvements on October 31, 1958.

The full texts of these two formal recommendations of the Board will be found in Sections Five and Six.

SECTION THREE

IDENTIFICATION OF CONSIDERATIONS AND OBSERVATIONS INVOLVED IN LONG RANGE PLANNING

General Considerations

The Board is directed "to *promote* the development and operation of a sound, vigorous, progressive and coordinated system of higher education in the State of North Carolina."

The Board does not *develop*; the Board does not *operate*. The Board *promotes* development and operation.

Early in its deliberations the Board concluded that there is no scientific formula for the solution of the problem of projecting a recommendation for the long range planning and development of a system of higher education. Philosophic considerations and artistic creative thinking of necessity play important roles in planning procedures.

Choices are inevitably involved in the initial sketch of plans. Furthermore, as any projected development unfolds numerous choices will be made by faculties, by administrative officials, by trustees, and by General Assembly Sessions. Many of these choices will be constrained by the climate of opinion and by the wishes of the people with respect to the type of educational system which they choose to support. Some choices will be constrained by events which have not yet transpired and which cannot at any given time be clearly envisioned.

The Board therefore senses a responsibility to identify the considerations involved in its recommendations, the evidence which supports its recommendations, and the instructional components which it has presumed to fit into its recommended system.

Diversity is the outstanding characteristic of higher education in the United States. If each institution should attempt to cover the entire field of educational needs the results would include: exceptionally high costs to the State, to parents, and to students; unnecessary and unjustifiable duplication of efforts; a deterioration of standards; an intensification of the critical shortage of instructional personnel.

The first general consideration to which the Board invites attention is that

The development of a system of higher education requires an acceptable pattern of allocations of function for institutions, and the fitting together of instructional components involved in the allocations.

In the State system of higher education the Board recognizes three broad classifications of institutions

University System Institutions

College System Institutions

Community College System Institutions

The Board is aware of the probability that the impending large increase in population may in time require additions of other institutions to one or more of these systems of institutions. The Board foresees the possibility that one or more of the present community colleges may justifiably develop into four year colleges.

The Board is of the opinion that

There is no need for a change in these groupings of institutions at this time

and that

Any future movement of an institution from the Community College level to the four year level should be preceded by an unmistakable attainment of institutional stature in instructional effort in the fundamental liberal arts and sciences at the freshman and sophomore level, and by an unmistakable demand from a significant number of highly qualified students for the advanced studies which are involved in the step.

Specific Observations

A detailed study of the instructional pattern in publicly supported institutions indicates no obvious demand from a significant number of qualified students for courses in advance of those currently offered by institutions. Indeed the advanced courses are far from filled, and institutions outside of the University System do not yet adequately cover the curriculum areas authorized in their existing charters. Furthermore, if this coverage should be suddenly extended there is little evidence that student demand for new courses would justify the extension. With relatively few exceptions not even the advanced courses in the fundamental liberal arts and sciences which are offered in the University System are filled.

These conclusions arise from a study of the instructional pattern, course by course, section by section, level by level, and institution by institution for the regular sessions of 1957-58 and for the summer terms of 1957.

I. Instructional Pattern by Level of Courses

In the regular sessions of 1957-58 North Carolina public institutions delivered instruction in the amount of 1,312,658 student quarter hours. This instruction was distributed according to levels of courses as follows:

In freshman and sophomore courses	784,068	59.6% of total
In junior and senior courses	369,511	28.1% of total
In graduate courses	159,079	12.3% of total
	<u>1,312,658</u>	<u>100.0%</u>

Specific Relevant Observations:

The instructional load in freshman and sophomore courses is over twice the instructional load in junior and senior courses.

This fact points up the probable need for increased attention to and support of the Community College System of Institutions where it is possible to deliver high quality instruction in freshman and sophomore courses at relatively low costs to the State and to parents and students.

The University System of institutions delivered 700,425 student quarter hours of instruction or 53.4 per cent of the total.

The University System of institutions delivered 82.9 per cent of all graduate instruction, 52.2 per cent of all junior and senior course instruction, and 47.8 per cent of all freshman and sophomore course instruction.

The degrees awarded by public institutions in 1957-58 were distributed according to levels * as follows:

	University System	Other Colleges
Bachelor's and First Professional Degrees	2,578	2,244
Master's and Second Professional Degrees		
a) for teachers	222	553
b) liberal arts and sciences; others	421	23
Doctor of Philosophy and Doctor of Education Degrees	97	0
	<u>3,318</u>	<u>2,820</u>

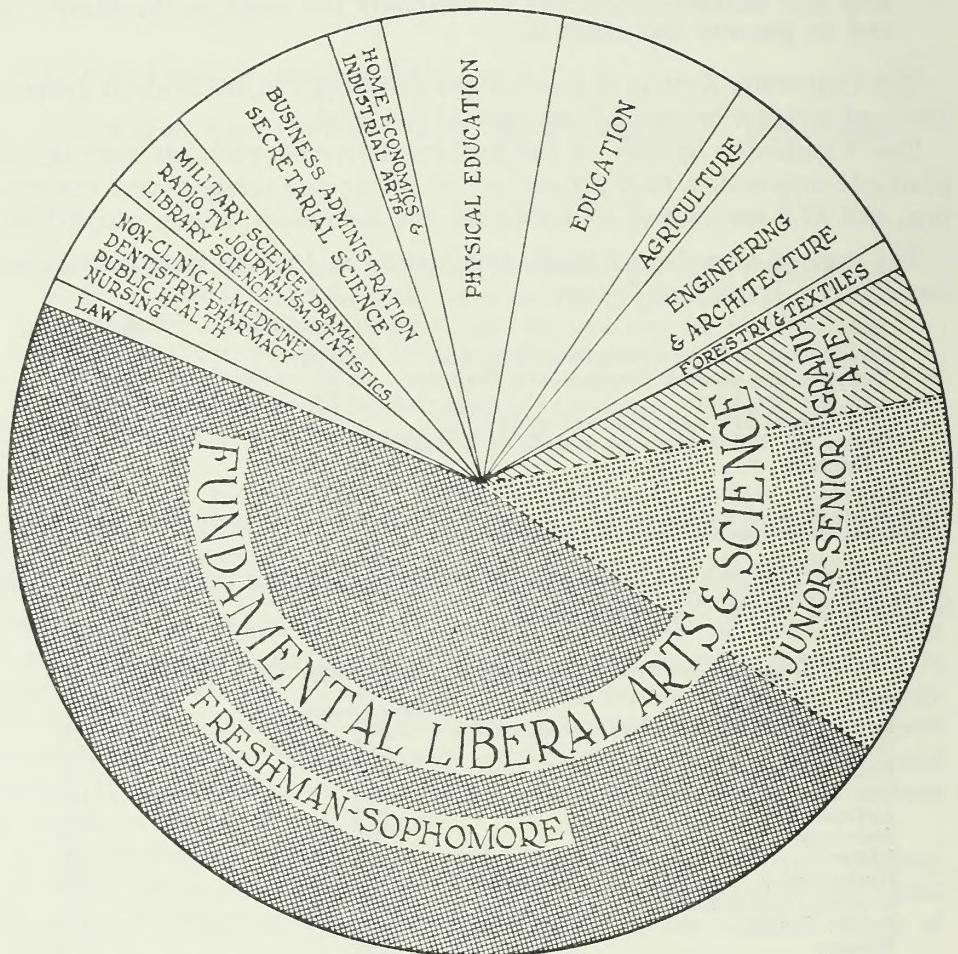
* Degrees are classified according to categories used by Higher Education Division, Office of Education, U. S. Department of Health, Education, and Welfare.

Popularity of subject areas among students receiving degrees in 1957-58 is indicated in the following table.

Degrees Awarded By Public Institutions In 1957-58

Specialization Area	Degrees Awarded	Per Cent
Education, including Physical Education	1,963	32.0
Business	786	12.8
Engineering	514	8.4
English	369	6.0
Agriculture	283	4.6
Sociology	275	4.5
History	182	3.0
Mathematics	142	2.3
Medicine and Dentistry	125	1.9
Public Health	107	1.7
Biology	107	1.7
Textiles	104	1.7
Political Science; Economics	102	1.7
Chemistry	93	1.5
Law	92	1.5
Music	79	1.3
Psychology	62	1.0
Foreign Language	47	0.8
Physics	33	0.5
All others	<u>673</u>	<u>11.1</u>
	<u>6,138</u>	<u>100.0</u>

CHART A



A more comprehensive and detailed tabulation is found in Table II and Table III, Section Seven.

Specific Relevant Observations:

All graduate instruction beyond the Master's Degree and the greater portion of the total Master's Degree instruction are provided by the University System.

The production of Master's degrees for public school teachers is heavily concentrated in the college system of institutions rather than in the University System.

Almost a third of all degrees awarded, taking into account all specializations in all institutions, related to Education and Physical Education. College and university students who specialize in these areas presumably are preparing to become teachers, supervisors, or administrators in public schools.

II. Instructional Pattern by Subject Areas

In the graphical representation shown in Chart A certain subjects have been grouped. Art, Biology, Chemistry, Economics, English, Foreign Languages (including Greek and Latin), General Science, Geography, Geology, Government, History, Mathematics, Music, Philosophy, Political Science, Psychology, Physics, and Sociology are designated as fundamental liberal arts and sciences.

In order to indicate the instructional production according to class level the sector which represents this group has been divided into sub-sectors which indicate the relative proportions of instruction at three levels: freshman and sophomore, junior and senior, and graduate.

Specific Relevant Observations:

Although instruction in the fundamental liberal arts and sciences accounted for 63.5 per cent of all instruction which was delivered in public institutions, this production was heavily concentrated in the introductory courses.

The registration in advanced courses in the liberal arts and sciences is distressingly low.

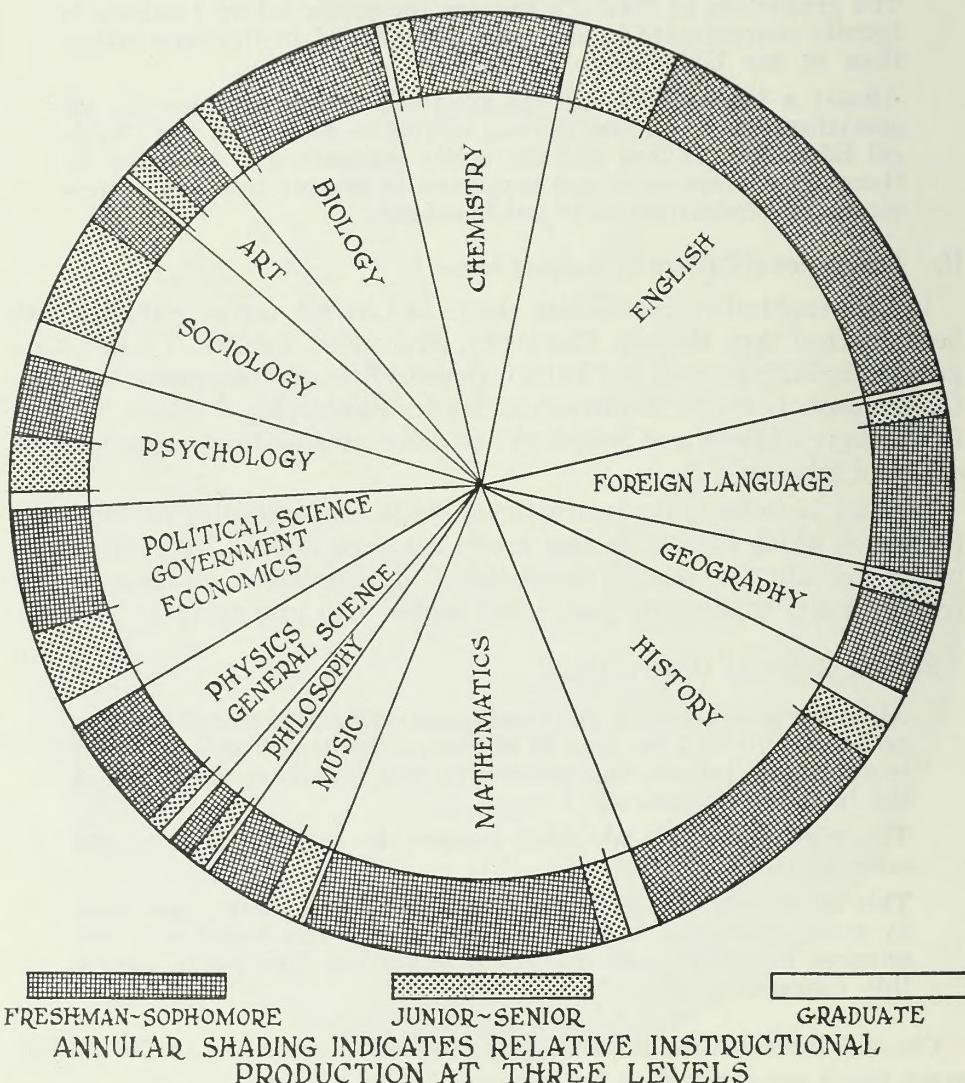
This illustrates the basis for the increasing concern expressed by many educators over the current role of the liberal arts and sciences in college and university education. The board shares this concern.

Chart B indicates the instructional production according to the subject areas which are grouped as fundamental liberal arts and sciences.

The manner in which instructional production falls off in the advanced courses can be seen in the following tables.

Instruction in Biology, Chemistry, General Science, and Physics was distributed according to levels as follows:

CHART B



Freshman and sophomore courses	137,132	st. q. hrs.
Junior and senior courses	17,186	"
*Advanced undergraduate—graduate courses	7,933	"
*Graduate courses	2,972	"

Specific Relevant Observation:

Although many students register for the required introductory courses in science, the number who proceed to higher levels of mastery is very small. This means that a relatively small number of students show interest in becoming scientists or teachers of science in public schools and colleges.

Instruction in mathematics was distributed according to levels as follows:

Freshman and sophomore courses	91,550	st. q. hrs.
Junior and senior courses	6,277	"
*Advanced undergraduate—graduate courses	5,606	"
*Graduate courses	1,019	"

* Certain courses are listed as restricted to graduate students. Others are listed as open to graduate students and advanced undergraduate students.

The production in mathematics at the freshman level accounted for 78,196 student quarter hours of the 91,550 in freshman and sophomore courses combined. Topic-wise these courses for freshmen cover material which might have been mastered in high school had the courses been available. It is safe to say that over half of this instruction covered topics in mathematics which the major technological institutions in the Nation require for admission to the freshman class, and that almost half of this instruction covered material which the better colleges in the South did require for admission forty years ago.

Instruction in foreign languages was distributed according to level as follows:

First year sequences of courses	22,590	st. q. hrs.
Second year sequences of courses	26,745	"
Junior and senior courses	6,488	"
Advanced undergraduate—graduate courses	2,363	"
Graduate courses	927	"

Courses in the first year sequence of foreign language study could have been mastered in high school had the courses been available.

The National Defense Education Act which was passed by Congress in 1958 places instruction in foreign languages on a par with science and mathematics as a critical national deficiency.

Specific Relevant Observation:

The long neglect of attention to mathematics and to foreign languages by American schools and colleges places the Nation in a vulnerable position in time of peace and in time of war.

Instruction in English accounted for the largest number of student quarter hours in the total production of educational institutions. However, 51.1 per cent of the instruction in English was at the freshman level. Furthermore, a large portion of this instruction was in remedial courses or in reviews of basic English grammar, sentence construction, and spelling which the students might have learned in high school. The distribution of instruction in English was as follows:

Freshman sequence of courses	78,162	st. q. hrs.
Sophomore courses	42,235	"
Junior and senior courses	26,757	"
Advanced undergraduate—graduate courses	2,335	"
Graduate courses	2,683	"

A more detailed compilation of student credit hour production according to subject areas is found in Table IV, Section Seven.

Specific Relevant Observations:

A large portion of the subject matter in courses which are required of freshmen and sophomores in colleges might just as well have been covered in academic high schools had the courses been available, the equipment and the libraries at hand, and the will to study strong.

This points up the possibility of a startling elevation of the level of general education of tens of thousands of young men and women in North Carolina who cannot afford the time and money required for these courses in college, and the possibility of a significant improvement in the level of attainment of those who are so fortunate as to be able to attend college.

In the years ahead a simple choice will be continuously before the people of North Carolina: shall the colleges teach subjects for which the high schools can progressively assume responsibility or shall these subjects be taught in academic high schools?

The Board is of the opinion that the best interests of the State will be served by having high school subjects taught in high schools and college subjects taught in colleges. In expressing this opinion the Board would caution that any movement in this direction will require a number of years for achievement. It will necessitate a revitalization and improvement of teacher training programs, and a new appreciation of the meaning of higher learning on the part of everyone.

The Board enthusiastically commends the courageous action of the University in requiring pre-admission tests and the statesman-like manner in which the University has inaugurated the program. The University has thus added to its reputation for leadership by throwing its weight on the side of improvement in the quality of general education.

III. Use of Summer Sessions

To meet graduation requirements a student may attend college over a period of *four calendar years*, registering in *three academic quarters* each

year, or he may attend college over a period of *three calendar years*, registering in *four academic quarters* in each calendar year.

A study of the instructional production for the summer sessions of 1957 shows that publicly-supported institutions operated at only 38.3 per cent of the average quarterly production in the regular session of 1957-58.

The following table shows the extent to which summer sessions were used, institution by institution, in 1957.

Institution	Ratio of Summer Production to Average 1957-58 Quarterly Production
University of North Carolina	44.1%
North Carolina State College	26.6
Woman's College	11.4
Appalachian State Teachers College	86.3
East Carolina College	45.8
Western Carolina College	59.5
A and T College	26.6
North Carolina College	56.3
Pembroke State College	26.2
Elizabeth City State Teachers College	20.9
Fayetteville State Teachers College	19.6
Winston-Salem Teachers College	26.0
Asheville-Biltmore College	30.1
Charlotte Community College System	26.8
Wilmington College	33.9
Average use by all institutions combined	38.3%

Summer sessions in these institutions are used primarily for special programs, and in particular for courses for those teachers, supervisors, and administrators in the public schools who wish to renew or to upgrade their certificates.

Specific Relevant Observation:

Full use of existing facilities in summer academic quarters would increase the annual instructional capacity of institutions by approximately 20 per cent without requiring the curtailment of special programs for teachers which are currently being offered in summer sessions.

IV. Rates of Use of Instructional Facilities

The Board has observed that public institutions are not using student teaching stations (classrooms and laboratory rooms) as many hours per week as these are used on the average nationally.

While there are wide variations in space utilization rates among North Carolina institutions, the average for all institutions compares with national rates as follows:

	Number of Hours of Use Per Week	
	Classrooms	Laboratory Rooms
Average for North Carolina	15.7	11.5
National Median	19.8	14.0
National Third Quartile	23.8	17.9
California standards	36.0	24.0

The Board recognizes that high space utilization rates are most easily achieved at high enrollment levels. As enrollments in North Carolina institutions rise it is reasonable to expect that space utilization rates will rise also. This can be accomplished by using classrooms and laboratories more hours per week.

Specific Relevant Observation:

As enrollments increase North Carolina public institutions should be expected to increase instructional space utilization rates.

In making its recommendations for capital improvements the Board has taken into account this expectation.

V. Sizes of Sections

The average class section in North Carolina public institutions in 1957-58 consisted of 21.4 students.

According to level the average section size was:

Freshman and sophomore courses	23.7	students
Junior and senior courses	20.4	"
Advanced undergraduate-graduate courses	20.2	"
Graduate courses	12.7	"

It is to be expected that section size will, on the average, decrease as the level of courses rises.

In 1957-58 a total of 17,141 class sections were under instruction in public degree-granting institutions. Of this number 3,196 sections contained fewer than ten students, and 1,691 sections contained no more than five students. The distribution of these small sections according to level was

	Number of sections having fewer than ten students	Number of sections having no more than five students
In freshman and sophomore courses	684	306
In junior and senior courses	1181	602
In advanced undergraduate-graduate courses	458	223
In graduate courses	873	560

Specific Relevant Observation:

The Board opposes any externally imposed regulation establishing a minimum size for sections. However, the Board feels that there are too many small sections, and urges institutions to make better use of appropriated funds by the elimination of unnecessarily fragmented courses and by the consolidation of sections wherever possible.

VI. Components in a System of Higher Education

The following components can be identified in the existing pattern of activities of institutions.

- a) Organized occupational or vocational curricula which should lead to certificates but not to degrees.
- b) Technical institutes of college grade.
- c) Courses in freshman and sophomore liberal arts and sciences for which high schools might appropriately assume responsibility, and which are currently taught in some high schools.
- d) Freshman and sophomore courses in the liberal arts and sciences of college grade (Academic Lower Division).
- e) Junior and senior courses in the liberal arts and sciences (Academic Upper Division).
- f) Undergraduate programs for the profession of teaching.
- g) Undergraduate and first professional programs for other professions.
- h) Master's level programs for teachers.
- i) Master's level programs in the liberal arts and sciences.
- j) Doctoral programs.

Comments about a few of these may be of interest.

**Occupational,
Vocational and
Avocational
Terminal Programs**

The publicly supported junior colleges in a populous Western state offer a wide assortment of occupational, vocational and avocational programs. Among the areas of instruction covered in this system of colleges are the following:

business education, pre-osteopathy, building trades, pre-chiroprropy, auto mechanics, recreational leadership, pre-nursing, diesel mechanics, grocery merchandising, upholstering, real estate, secretarial, power sewing, household service, telephone-PBX, auto body and fender, cosmetology, foods, police science, distributive education, ornamental horticulture, plumbing, plastering, petroleum technology,

Instruction in these and other similar areas is important. However, studies in some of these areas bear little resemblance to college degree programs. Educational statistics which do not distinguish between instructional components of this type and conventional college programs can be misleading or relatively meaningless.

In published statistical reports North Carolina ranks low among the states in the ratio of college enrollment to college age population. But such reports are misleading for the following reasons: (1) the occupational, vocational and avocational components of post-high school and adult education are not extensively developed in North Carolina colleges, and (2) enrollments in the trades and industries program of the public schools, in the industrial education centers, and in the many proprietary business colleges, beauty culture colleges, and other proprietary occupational colleges are not counted in national statistical surveys.

The Board recognizes that occupational training must be provided in this

highly specialized age. However, the Board is of the opinion that an indistinguishable scrambling of instructional programs of this type with the academic programs in institutions of higher education will in time obscure the latter, and reduce further the level of learning in academic subjects.

The Board would prefer to see terminal programs in occupational areas separated instructionally and budgetarily from academic programs and in time eliminated from four-year residential colleges. Instructional and budgetary separation of these courses is now in process of activation at A and T College; such a separation is implied in the Community College Act; such a separation is recommended by the Board for Elizabeth City State Teachers College, Fayetteville State Teachers College and Winston-Salem Teachers College.

**Technicol
Institutes
of College
Grade**

Technical institutes of college grade should, in the opinion of the Board, always bear a structural and administrative relationship to a parent institution which offers academic work at least through the sophomore year of liberal arts and sciences.

It is for this reason that the Board has recommended that technical institutes of college grade operate as divisions of the community colleges or that they be operated at off-campus sites under an extension division of the University System in a close relationship with the appropriate technical school within the system.

**Undergraduate
and Graduate
Teacher Training
Programs**

These programs have far-reaching influence upon the opportunity which the State makes available for over a million pupils in public schools. Certification of teachers and the upgrading of certificates from one level to another, accounting for extensive use of public funds, are validated for teachers upon completion of these programs.

Specific Relevant Observation:

No objective state-wide appraisal of the effectiveness and quality of these programs is now made either on a continuous or periodic basis.

**Freshman and
Sophomore
Courses
Appropriate
for High
Schools**

Improvement in the level of general education of North Carolina youth must come the hard way: by raising the level of instruction in fundamental subjects in high school and in college, and by a commitment to learning. The Board recognizes that a sudden assumption of responsibility by the high school system for an appreciable portion of the course topics now taught in the freshman and sophomore classes of colleges must await improvement in teacher education programs and a change of climate of opinion with respect to the delegation of responsibility for these topics.

VII. Appropriations and Enrollments

Chart C₁ shows fall term full-time equivalent student enrollments in public institutions for the past ten years. Chart C₂ shows appropriations for the same period.

Specific Relevant Observation:

Appropriations have increased rapidly in a period in which enrollments have been relatively stable.

Appropriations and total enrollments since 1947-48 are reported in Table V, Section Seven.

VIII. Loan Funds, Scholarships, Fellowships and Work Opportunities for Students

It is very difficult for institutions themselves to obtain a complete summary of the pattern of financial aid for students.

The variations in such opportunities for students among institutions are due to many factors. Among these are: size of institution; average age and competences of students; the educational level of operation of institution. Another factor is the age of the institution itself. The older institutions naturally have a longer tradition of alumni contributions. Furthermore, the economic status of alumni differs from institution to institution. The educational stature and national standing of certain institutions tend to attract fellowships and scholarships.

The Board welcomes the provisions of Title II of the National Defense Education Act which will make possible the establishment of a special loan fund account at any institution, public or private, which will furnish from its own funds 10 per cent of the special loan fund and thus partially match the Federal Government's contribution of 90 per cent of the total.

Table VI, Section Seven, shows scholarships, fellowships, loan funds and work opportunities, institution by institution. Table VII, Section Seven, shows estimated costs per academic year, institution by institution.

Specific Relevant Observation:

The number and amounts of scholarships available at some public institutions are very low.

IX. Projections of Enrollments

The Board has made enrollment projections. It has not made enrollment predictions. Projections are made by applying arbitrary assumptions to statistical information.

A Most Probable Minimum Enrollment in 1969-70

A projection which is based upon population by age groups, upon existing survival trends in high school and in college, and upon existing trends in college going rates yields

72,000

CHART C₁

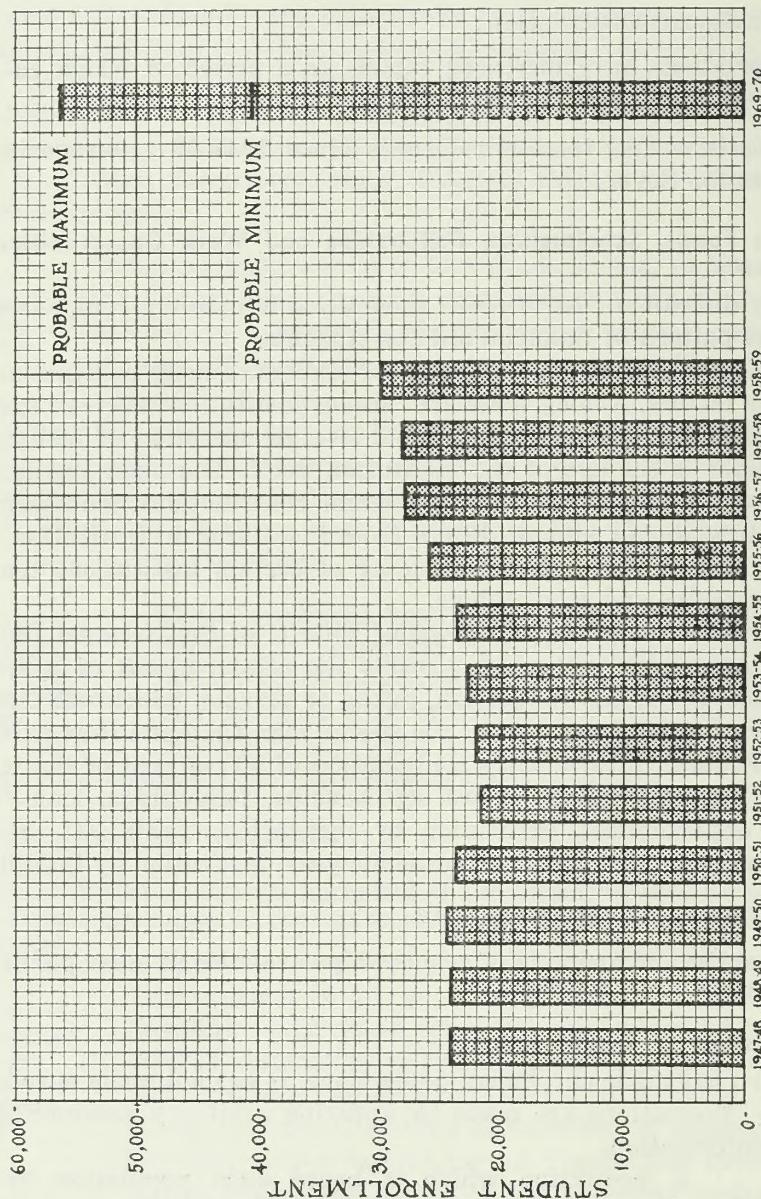
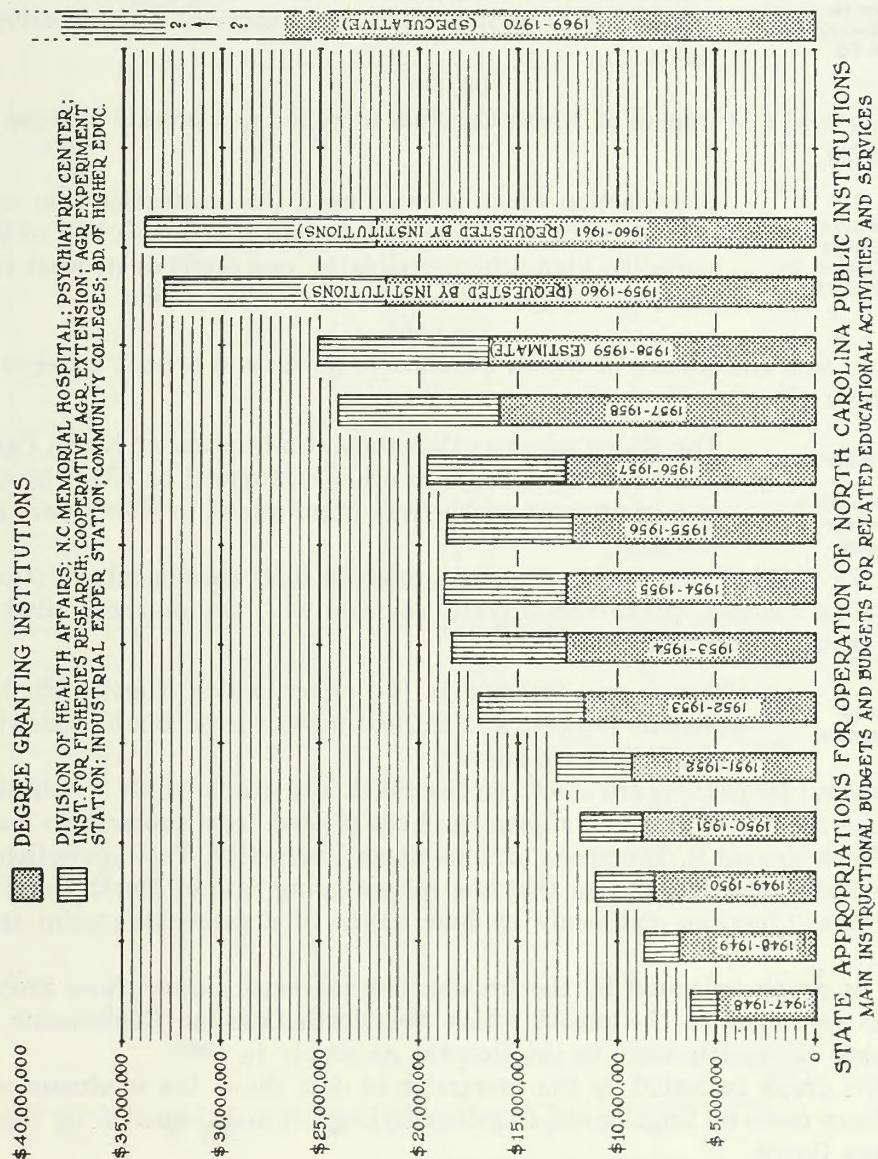


CHART C₂



STATE APPROPRIATIONS FOR OPERATION OF NORTH CAROLINA PUBLIC INSTITUTIONS
MAIN INSTRUCTIONAL BUDGETS AND BUDGETS FOR RELATED EDUCATIONAL ACTIVITIES AND SERVICES

young men and women of North Carolina in public and private colleges in 1969-70.

A Most Probable Maximum Enrollment in 1969-70

A projection which is based upon the assumption that one half of those who graduate from high school will enter college and be subject to existing survival rates in college yields

96,000

young men and women of North Carolina in public and private colleges in 1969-70.

A Potential Maximum Enrollment in 1969-70

A projection which is based upon the assumption that one-half of youth of college age, as contrasted with half of the projected high school graduates, can profit by at least two years of college and will be so enrolled yields

128,000

young men and women of North Carolina in public and private colleges in 1969-70.

Out-migration and In-Migration of College Students

The Board assumes that the out-migration of North Carolina youth to colleges in other states will be offset by the in-migration of youth from other states to North Carolina colleges.

On a basis of this assumption the projected total enrollments in North Carolina colleges, public and private, coincide with the numbers cited in the three projections.

Chart of Projections

Chart D was included in the report which Engelhardt, Engelhardt, Leggett and Cornell made to the Board following a comprehensive survey.

Several projections are shown on the chart. The graph which is indicated by the succession of small circles has been plotted from projections made by Dean Ronald B. Thompson of Ohio State University. This projection is based upon the assumption that the college going rate of North Carolina youth will increase uniformly by four tenths of a percentage point each year.

The graph indicated by the broken line has been plotted from projections contained in the report which the North Carolina Commission on Higher Education made to the General Assembly in 1955.

The graph indicated by the succession of dots shows the minimum projections made by Engelhardt, Engelhardt, Leggett and Cornell in its report to the Board.

Projections of Enrollment at Institutions

In projecting enrollments at institutions the Board has been faced with the necessity of estimating the number of students who will enter private colleges and universities.

For the past ten years the private institutions have accounted for about 48 per cent of the total enrollment in colleges in North Carolina. The en-

CHART D

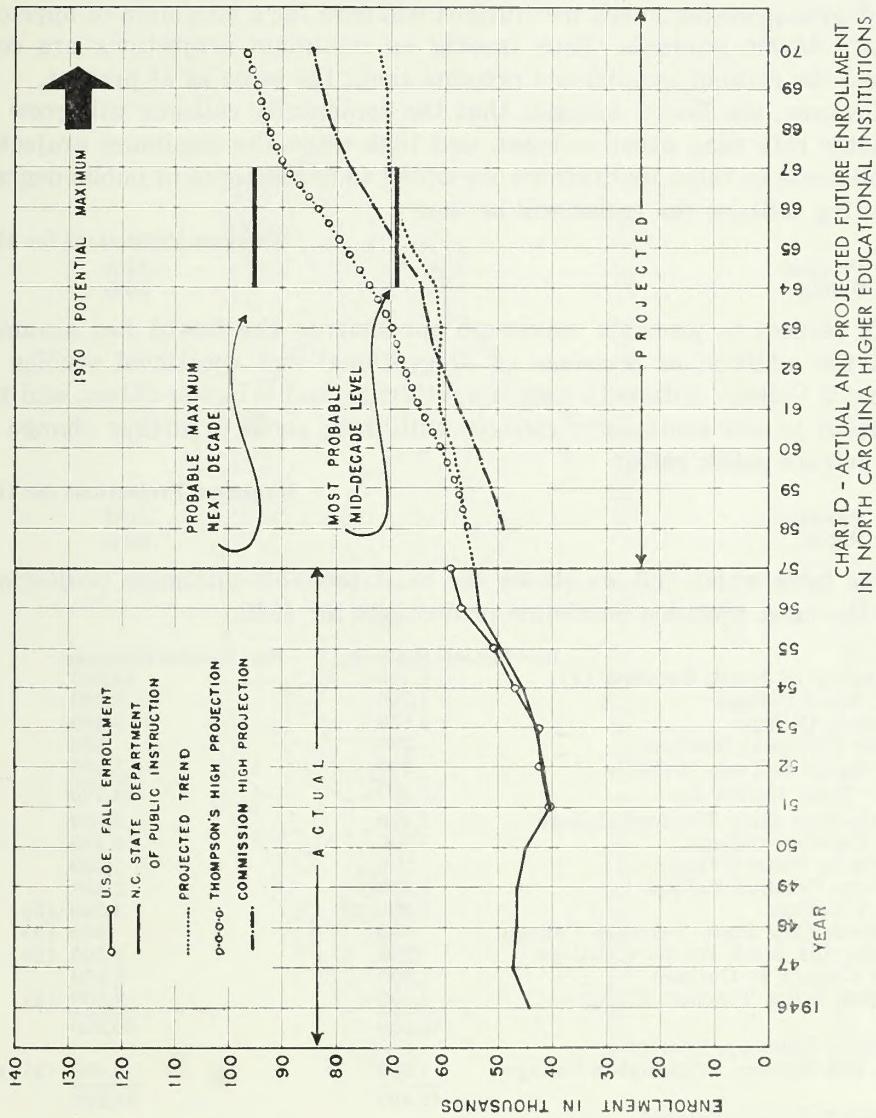


CHART D - ACTUAL AND PROJECTED FUTURE ENROLLMENT IN NORTH CAROLINA HIGHER EDUCATIONAL INSTITUTIONS

rollment of full-time equivalent students in academic residence on October 1, 1958 was divided as follows:

Private Institutions	27,574	48.1%
Public Institutions	29,640	51.9%

In its planning the Board has assumed that by 1969 the private institutions will provide facilities for a minimum of 32,000 students and that the existing degree-granting public institutions will care for a minimum of approximately 36,000 students. Thus insofar as minimum projections are concerned the ratio of enrollments remains about the same as at present.

However, the Board assumes that the community colleges will grow at a faster rate than other colleges, and that when the minimum projected enrollments in these institutions are added to enrollments in public degree-granting colleges the ratios will become

Minimum Projections for 1969		
Private	44%	
Public	56%	

With respect to probable maximum enrollments the Board has assumed that the addition of divisions of occupational and vocational studies at A and T College, Elizabeth City, Fayetteville, and Winston-Salem, and the addition of new community colleges will bring about a further change in the private-public ratio:

Maximum Projections for 1969		
Private	40%	
Public	60%	

The table which follows shows the most probable minimum projections and the most probable maximum projections for 1969.

	Most Probable Minimum	Most Probable Maximum
University of North Carolina (1)	8,100	10,800
N. C. State College	7,700	9,000
Woman's College	2,800	3,400
Gaston Technical Institute	300	500
New Agrie. & Tech. Institute	500	1,000
Total University	19,400	24,700
Appalachian State Teachers College	2,900	3,900
East Carolina College	4,500	6,400
Pembroke State College	700	1,000
Western Carolina College	1,700	2,300
A & T College	2,600	4,300 (3)
Elizabeth City State Teachers College	500	900 (3)
Fayetteville State Teachers College	700	1,300 (3)
N. C. College at Durham	1,600	3,000
Winston-Salem Teachers College	1,300	2,500 (3)
	35,900	50,300
Asheville-Biltmore, Charlotte		
Com. Col. System, Wilmington College	4,500	6,000 (3) (4)
Private & Church-Related		
Colleges & Universities (2)	32,000	38,000
New Community Colleges or		
Technical Institutes	—	1,700
	72,400	96,000

(1) Excluding the Division of Health Affairs of the University.

(2) Excluding Schools of Medicine at Duke and Wake Forest.

(3) Including enrollment in Divisions of Organized Occupational Curricula.

(4) Including technical institutes of college grade.

CHART E



RECOMMENDED CENTERS OF COMMUNITY COLLEGES

**Community
Colleges**

A study of public school enrollments by grades, of survival rate trends in high school, and of college going rates, county by county, leads the Board to conclude that new community colleges will be needed late in the decade in each of four areas in the State.

The areas in which community colleges are now found and in which others will likely be needed are indicated on Chart E.

SECTION FOUR

MAJOR POINTS INVOLVED IN THE BOARD'S RECOMMENDATIONS

"A" Budgets The Board recommended the "A" Budget requests of the institutions as filed by the institutions after agreements regarding probable enrollment levels in the 1959-61 biennium. The full text of the Board's recommendation is found in Section Five.

Flexibility of Operating Budget Control In its 1957 Biennial Report the Board called attention to the advisability of giving institutions a greater flexibility of operating budget control. Further studies have strengthened this conviction. As the requests for new programs began to mount in "B" Budget proposals the Board reached the following conclusions:

- 1) The "A" and "B" Budget separation provides an opportunity to enlist the support of institutions in the making of intelligent choices by providing them an opportunity to weigh the urgency of meritorious new ideas and plans against the stern requirements of basic institutional functions.
- 2) Responsible administrators of institutions should be assured that the abandonment of old less important programs will not result in the loss of the funds involved, but that they may be used in new and more important programs. The Board therefore added to its "A" Budget recommendations the recommendation that:

"the president and board of trustees of each institution be authorized, between sessions of the General Assembly, to make transfers in their discretion between line items of the certified operating budget which in a cumulative amount each year do not exceed 10% of the total authorized expenditures for the institution, which transfers shall be for the purpose of,

"(1) within the total amount appropriated for salaries, making salary adjustments within scales approved by the Department of Administration, and changing the distribution of personnel between departments and schools and institutional activities and services, and,
"(2) within the total authorized expenditures for other purposes, making adjustments, provided that total appropriations for repairs and for books and journals may not be reduced by this discretionary action,

"with assurances to the institution that *appropriations* will not be reduced between sessions of the General Assembly for any reason other than critical fiscal distress arising in the General Fund, that *allotments* of funds arising from receipts will not be reduced for reasons other than the failure of receipts to be realized at anticipated levels, and with the further assurance that funds which are reverted under the discretionary action of the

institution shall not be used to the prejudice of the institution's future 'A' Budget requests."

"B" Budgets The "B" Budget requests made by the institutions were capable of separation into five categories which were considered in terms of order of urgency. The Board's recommendations were based upon the conviction that with a few isolated exceptions the order of urgency of needs is:

- (1) Improvement in the level of salary ranges for personnel engaged in teaching, research and administration in existing educational programs, activities and services.
- (2) Equipment used to improve the quality of existing educational programs, activities and services.
- (3) Improvement of collections of books and journals in main libraries and departmental libraries.
- (4) Additional personnel needed to improve the quality of existing programs.
- (5) New educational programs and new activities and services, including the equipment needed for these.

In regard to requests for additional instructional personnel the Board concludes that:

- 1) at this time a modest step toward the correction of inequities in student-teacher ratios among similar institutions should be made, but that in the future institutions must face up to the possibility that student-teacher ratios may necessarily be stabilized or even increased;
- 2) on a nation-wide basis the impending heavy enrollments, the low production rate of potential college teachers, and mounting educational costs point to the necessity of greater institutional attention to the problem of increasing the amount of instruction delivered by individual teachers;
- 3) this does not necessarily mean greater teaching loads; it may even reduce the number of hours taught each week;
- 4) improvement in the quality of teaching does not automatically follow in the wake of a reduction in student-teacher ratios.

In placing new programs in the lowest general priority rating the Board believes that at this juncture new programs should be undertaken primarily to replace existing programs of less value.

Accordingly, it approved certain new programs in principle without recommending appropriations in support of them, suggesting that the institutions weigh the value of these programs against the value of existing programs, and, under the flexibility provision, make institutional choices.

The increases over "A" Budgets involved in the Board's "B" Budget recommendations according to categories are as follows:

	For the Biennium
a) Academic Personnel	\$3,645,000
b) Principal Administrative Officers	Recommendation left to Advisory Budget Commission
c) Other Personnel	To follow pattern adopted for other State Employees
Equipment (increases)	\$ 538,500
Books and Journals (increases)	\$ 221,044
Additional Personnel	\$ 200,000
New Programs	\$ 333,253
Increase of Grants-in-Aid to Community Colleges	\$ 34,260
Testing Program	\$ 100,000
Special Grants for Summer Sessions	\$ 200,000

**Capital
Improvements:
Comprehensive**

The Board is of the opinion that certain renovations, alterations, and minor additions to existing facilities requiring an estimated expenditure of \$4,243,160 should be made now.

The Board is convinced that these expenditures will accomplish two desirable results: 1) prolong the useful life of a substantial number of existing buildings, and 2) provide the quickest and most economical means for meeting a portion of the increasing student enrollment.

Other capital improvements in the amount of \$32,283,146 should be authorized by the 1959 General Assembly.

A period of approximately three years is required to bring a facility into occupancy after funds have been authorized. Under present circumstances, should a bond issue be required, the time lapse will be extended by the time required for the holding of a bond election.

It is therefore apparent that any facility made possible by a bond issue would not likely in actual practice be available for use prior to the opening of the fall term of 1962, a date which is past the mid-point of the 1961-63 biennium.

The remaining capital improvements recommended by the Board would require the authorization of expenditures in the estimated amount of \$53,293,063 by General Assembly Sessions in the interval 1961-69.

Thus, the Board believes that the total capital improvement program should be authorized on a time schedule as follows:

To be authorized by the 1959 General Assembly Session	\$36,526,306
To be authorized by subsequent General Assembly Sessions	\$3,293,063
Total	\$89,819,369

The Board has not undertaken to provide a schedule of appropriations for the period 1961-69 inclusive. It would not be prudent to attempt to fix such a schedule so far in advance of immediate needs, and, furthermore, the several sessions of the General Assembly should be better able to make wise decisions in the light of the facts actually existing at the time.

**Capital
Improvements:
By Institutions**

The Board in cooperation with representatives of each of the institutions has carefully prepared a list of capital improvement projects foreseen as needed by each institution in the decade 1959-69.

The total amounts recommended for each institution are listed in the following table.

Recommended Schedule of Capital Improvements By Institution

	Total	1959-61	1961-69
University of North Carolina	\$16,847,399	\$ 9,739,836	\$ 7,107,563
Division of Health Affairs	6,106,000	2,106,000	4,000,000
North Carolina State College	18,164,600	7,516,100	10,648,500
Agricultural Experiment Station	1,874,300	1,049,300	825,000
Woman's College	4,451,100	2,206,100	2,245,000
Total for University	\$47,443,399	\$22,617,336	\$24,826,063
East Carolina College	6,991,500	3,220,000	3,771,500
A and T College	4,963,525	1,181,525	3,782,000
Western Carolina College	2,896,735	1,478,735	1,418,000
Appalachian State Teachers College	5,255,900	2,795,900	2,460,000
Pembroke State College	1,355,000	650,000	705,000
Winston-Salem Teachers College	2,318,500	710,000	1,608,500
Elizabeth City State Teachers College	1,454,000	304,000	1,150,000
Fayetteville State Teachers College	2,017,850	267,850	1,750,000
North Carolina College at Durham	3,122,960	300,960	2,822,000
Community Colleges:			
Asheville-Biltmore College	1,125,000	125,000	1,000,000
Charlotte Community College System	3,325,000	1,325,000	2,000,000
Wilmington College	1,050,000	50,000	1,000,000
New Community Colleges and Agricultural Technical Institutes	3,500,000		3,500,000
Provision for Equipment, Contingencies and Emergencies	2,000,000	1,000,000	1,000,000
Purchase of Land	1,000,000	500,000	500,000
GRAND TOTAL	\$89,819,369	\$36,526,306	\$53,293,063
Less: Net Return to the State if Dormitories are one-half Self-Liquidated (except for 200 beds at Pembroke)	11,625,000	3,030,000	8,595,000
Net Ultimate Cost to the State	\$78,194,369	\$33,496,306	\$44,698,063

With respect to the total amounts recommended for each institution the Board is convinced that such amounts represent the minimum capital improvement needs, institution by institution, for the decade.

It is desirable, of course, that subsequent General Assembly Sessions should exercise their legislative judgment in determining the specific capital needs of each institution with knowledge of the then existing conditions.

**Capital
Improvements:
Dormitories** In recent years it has been the policy of the State to require complete self-liquidation of all dormitory construction costs.

Funds for construction of dormitories authorized by the last two General Assembly Sessions have been provided by the Home and Housing Finance Agency of the Federal Government.

With few exceptions the institutions utilizing these Federal funds have been required to pledge the rents from the dormitory being constructed and also the increase in rents from all existing dormitories for the liquida-

tion of the debt. The result has been a very rapid increase in rental rates for all rooms.

Institutions claim, and the Board agrees, that new dormitories thus constructed and dormitories now authorized under the complete self-liquidating plan have forced rental rates in all dormitories to levels beyond which costs will be prohibitive to many students.

The Board therefore respectfully recommends that new dormitories in the 1959-69 period be subject to self-liquidation of only one-half of the cost of construction. This means that the State would provide the entire initial cost and would be reimbursed for one-half of such cost from rental charges.

Only one exception to this rule is recommended. No provision has ever been made for permanent housing at Pembroke State College. The Board has recommended that one dormitory for Pembroke be constructed on a basis of outright appropriation and that thereafter the one-half self-liquidating policy apply to the College.

Scholarship Loans for Prospective Teachers The Board enthusiastically supports the request of the State Board of Education for an increase in the appropriation for the Scholarship Loan Fund for Prospective Teachers.

The Board is of the opinion that this is one of the best investments in education that the State can make.

Testing: Freshman Level In its report to the Advisory Budget Commission, the Board recommended that:

an appropriation of \$100,000 for the biennium be made to the Department of Administration for the purpose of reimbursing the University and other institutions which choose to adopt the University admissions testing program for the credits against tuition granted to entering students who have previously taken and paid for these tests.

The Board urges that:

Each publicly supported institution of higher education announce that beginning not later than the opening of the fall term of 1961 tests of aptitude and of prior acquisition of knowledge in general education will be required of all applicants for admission to the freshman class in order to improve guidance procedures, to provide more effective placement services, to articulate student and curriculum, and to establish an additional criterion for admission.

Testing: Teacher Training Programs The Board is gravely concerned about the quality of teacher training programs. The Act creating the Board charges it with the responsibility to "take into consideration the need to promote educational methods and standards for the training of persons for the teaching profession."

In spite of the fact that the educational destinies of over a million boys and girls in North Carolina schools are profoundly affected by these

teacher training programs, no objective state-wide evaluation of these training programs is in effect.

The teaching profession constitutes the largest professional group in the State.

Manifestly the absence of such a state-wide evaluation leaves the State without any standard objective appraisal of the merits of these programs, and also leaves the State without the basic information upon which improvements in these programs may be made.

The Board has discussed this matter with public institutions which are now conducting teacher training programs, and is gratified by the response received from a number of them.

The Board plans to pursue the matter further in an effort to obtain the cooperation of all such institutions in establishing uniform qualitative standards for teacher training programs for the State.

In this connection the Board requests that funds be made available to pay the cost of such evaluation. It is estimated that the cost will not exceed \$25,000 per year.

The private institutions are now training about 38 per cent of North Carolina teachers. The Board will be pleased to extend an open invitation to the private institutions to participate in any system of evaluation which is agreed upon.

SECTION FIVE

RECOMMENDATIONS TO THE ADVISORY BUDGET COMMISSION REGARDING "A" BUDGETS AND "B" BUDGETS OF INSTITUTIONS FOR THE 1959-61 BIENNIUM

INTRODUCTION

The total of "A" Budget requests submitted by the institutions calls for appropriations of \$26,387,871 for 1959-60 and \$27,106,798 for 1960-61. These call for increases in appropriations over 1958-59 of \$1,354,665 and \$2,073,592 respectively.

The "B" Budget requests submitted by the institutions call for increases of \$6,621,272 and \$6,951,048 over the appropriations requested in the "A" Budgets.

The combined "A" and "B" Budget requests amount to \$33,009,143 for 1959-60 and \$34,057,846 for 1960-61. The combined requests call for increases in appropriations of \$7,975,937 and \$9,024,640 respectively over 1958-59.

The magnitudes of these requests are displayed in tables at the conclusion of this Section.

The Board notes that while the total amounts involved in the "A" Budget requests are approximately proportional to expected enrollments, the additional increases of 26.4 per cent and 27.7 per cent, called for in the "B" Budgets, have very little relationship to increases in enrollment.

While the Board is primarily concerned with educational matters rather than fiscal matters, it is nevertheless required by law to submit its recommendation of budgets for the institutions. The Board's recommendations, therefore, cannot be made in a fiscal vacuum.

Almost anything that is proposed in the name of education can be shown to have some merit. Recommendations which do not involve *choices* between meritorious programs are therefore relatively meaningless.

In making its recommendations for the 1959-61 biennium, the Board must be mindful of the probable requirements in 1965-67 when enrollments are expected to be very much in excess of those foreseen in the next biennium.

If approvals with respect to new programs and new institutional services and activities which are given now, with little regard to enrollments, have the effect of blocking the effort of the State to meet the requirements arising from increased enrollments expected in the future, the Board will have done the State a disservice. This is one reason why the Board wel-

comes the initial constructive step taken by the Department of Administration in separating continuation budgets ("A" Budgets) and improvement and expansion budgets ("B" Budgets).

Expansion and diversification of institutional efforts must always be constrained by the requirements associated with basic institutional purposes related to instruction and to learning.

Unless a device is now originated which permits and encourages institutions to alter their programs within the "A" Budget appropriations, the new budget system will automatically tend to perpetuate and lock in all activities provided for in the initial "A" Budget. As the years pass the results of this system will be aggravated.

In the opinion of the Board the "A" and "B" Budget separation provides an opportunity to enlist the support of institutions in the making of intelligent and responsible choices by providing them an opportunity to weigh the urgency of meritorious new ideas and plans against the stern requirements of basic institutional functions.

A recommendation designed to enlist this support is included in this report.

"A" BUDGETS

The "A" Budget requests reflect the appropriations which the institutions consider to be required in order to operate existing educational programs and existing related activities and services at present levels of quality. The increases which are involved in these requests reflect primarily the requirements arising from expected increases in enrollments. It is for this reason that the "A" Budgets are referred to as "Continuation Budgets".

After a careful examination of the "A" Budget requests, and a comparison of these requests with the appropriations and expenditures for the 1957-59 biennium, and after consideration of increases in costs due to such factors as price increases, the increase in student enrollment, and other factors affecting the ability of the institutions to continue to perform their respective educational functions, the Board is of the opinion that the *amounts* of the "A" Budget requests represent the minimum state appropriations needed for the 1959-61 biennium.

With respect to the "A" Budget requests:

- (a) The Board recommends the "A" Budget requests as submitted by the institutions and as summarized in Table 1 of this section.
- (b) The Board further recommends that the president and board of trustees of each institution be authorized, between sessions of the General Assembly, to make transfers in their discretion between line items of the certified operating budget which in a cumulative amount each year do not exceed 10 per cent of the total authorized expenditures for the institution, which transfers shall be for the purpose of,

- (1) within the total amount appropriated for salaries, making salary adjustments within scales approved by the Department of Administration, and changing the distribution of personnel between departments and schools and institutional activities and services, and,
- (2) within the total authorized expenditures for other purposes, making adjustments, provided that total appropriations for repairs and for books and journals may not be reduced by this discretionary action, with assurances to the institution that appropriations will not be reduced between sessions of the General Assembly for any reason other than critical fiscal distress arising in the general fund, that allotments of funds arising from receipts will not be reduced for reasons other than the failure of receipts to be realized at anticipated levels, and with the further assurance that funds which are reverted under the discretionary action of the institution shall not be used to the prejudice of the institution's future "A" Budget requests.

This will enable institutions, within the limits stated, to emphasize, de-emphasize, or discontinue existing programs, activities and services, and to support approved new programs for which no appropriations or insufficient appropriations have been made.

New and worthwhile activities and the strengthening of existing programs can be undertaken by the judicious use of money already appropriated. Within the limits of total appropriations the institutions should have the responsibility for evaluating and choosing between existing and proposed activities. The Board would confidently expect that new programs would be scrutinized with great care if they were required to be evaluated in competition with existing programs, and that tangential services and activities would be more carefully appraised as to relative value in competition with the basic educational functions of the institutions.

In this connection institutions will no doubt bear in mind that although the Southern Association of Colleges and Secondary Schools does look at the round figures indicating the stable incomes of institutions, the important factors in accreditation, so far as financial support is concerned, are expenditures per student **for instruction** under Standard 8 and expenditures per student **for library** under Standard 9. The total amount appropriated per student and the total amount of expenditures per student computed by taking into account all activities and services of the institution are not *per se* of great importance.

Under the flexibility provision here proposed institutions would have the responsibility to weigh the relative importance of expenditures **for instruction** and **for libraries** against the importance of peripheral institutional activities and services, and would have the authority to make the shifts of emphasis which may be indicated.

All discretionary transfers should be reported to the Department of

Administration and to the Board of Higher Education on specified forms, and, as presently required by law, new educational functions would be first approved in principle by the Board of Higher Education.

In this connection the Board invites attention to a similar recommendation which it made to the Commission in 1956 and to its comments regarding flexibility of operating control of institutions as found on page 12 of its 1955-57 Biennial Report.

The cumulative experience of the Board and its study of the history of budget making for institutions of higher education reinforce the Board's opinion that throughout the years budget making by precedent and too rigid line item control have resulted in less effective use of appropriated funds than would have been possible under a plan providing that greater flexibility of operating control be exercised by the institutions.

The Board believes that a more efficient stewardship will be exercised by the boards of trustees and presidents if they are given greater authority with respect to operations and planning for the performance of educational functions lawfully assigned them.

As will be observed, the Board's recommendation regarding budget flexibility constitutes an essential part of other specific recommendations.

"B" BUDGETS

General Observations

These budgets relate to improvement of existing educational programs, activities and services; to new educational programs, activities and services; and to significant expansions of old programs, activities and services.

After its own careful consideration of these requests and after conference with representatives of each of the institutions, the Board concludes that the "B" Budget requests are consistent with the intent and effort of the institutions to enlarge, expand, and improve their institutional services.

However, the Board calls attention to the fact that this year as for many years past these requests are based upon budgeting by precedent—upon the assumption that year by year institutions will continue that which they have previously done; that the primary hope for funds for new programs, activities and services, for increased emphasis upon old ones, and for improvement of existing ones lies in requests for additional funds over and above those currently appropriated. For many years, and in these requests, there has been a tendency for each budget item either to remain the same or to increase, and for meritorious new ideas to be reflected in requests for new or additional appropriations.

The Board is firmly of the opinion that in order to improve the quality of higher education and to attain the maximum results for the money expended, the institutions themselves must continuously re-evaluate existing educational programs, activities and services with the view of initiating new and better programs, by

means of de-emphasizing or eliminating old programs which are no longer effective or which no longer require the previous level of support.

The Board considers it manifest that the sources of taxation available to the State will not permit continually multiplied new activities and expanded existing activities and still provide for the addition of many thousands of students. The "A" Budget system should be employed to stabilize the appropriations to the institutions at the highest feasible point. Thereafter, the institutions must assume the responsibility for improving themselves and incurring substantial new obligations only as the economic resources of the State will permit.

The Board feels that the present system of requiring all new programs and changes in old ones to run the gauntlet of legislative procedure does not promote the most effective evolution of the institutions. Within limits the institutions can and should make such transitions as are necessary between sessions of the General Assembly. Of course, the results of the suggested system will be subject to review by each General Assembly.

The Board's recommendations with respect to the "B" Budget requests are based upon the conviction that, with a few isolated exceptions not involving great sums, the order of urgency of needs is:

- (1) Improvement in the level of salary ranges for personnel engaged in teaching, research and administration in existing educational programs, activities and services.
- (2) Equipment used to improve the quality of existing educational programs, activities and services.
- (3) Improvement of collections of books and journals in main libraries and departmental libraries.
- (4) Additional personnel needed to improve the quality of existing programs.
- (5) New educational programs and new activities and services, including the equipment needed for these.

The Board believes that this system of priorities provides a useful scale of the relative urgencies of these broad classifications, but it does not suggest that this scale should be followed with complete rigidity as to every item.

**Observations
Concerning
Faculty
Salaries**

The Board has never concerned itself with the salaries paid to individuals and, except as to those identified by position in THE BUDGET, it does not know what the institutions now pay any individual. But the Board has endeavored to ascertain the average salaries for academic positions as shown in the "A" Budgets of each institution. At the Board's request each institution has furnished the average academic salaries paid for the year 1957-58 with separate averages for those employed for nine months, for 10, 11 and 12 months, to the end that the figures may be as nearly comparable as possible under the circumstances. The Board is convinced that

the average salaries for teaching personnel reported in "A" Budget requests by different institutions are not exactly comparable for the reason that all institutions have not used the same grouping of personnel in their computations. For example, the practice has not been uniform with respect to the inclusion of student assistants, graduate assistants, part-time instructors and possibly others. The problem of presenting this information accurately re-emphasizes the importance of the early establishment of a uniform system of accounting and reporting.

In general, average salaries paid to academic personnel in state-supported institutions compare favorably with average salaries paid by comparable institutions in the Southeast. They do not compare favorably with national averages.

Our State's fine reputation is in large measure due to the character and quality of its educational institutions. The Board is convinced that the people of North Carolina desire that the State continue to support and promote a program of higher education of excellence.

Competition for academic personnel is very intense. There are two "markets" for academic personnel which must be considered:

- (a) the bidding, on a nationwide basis, for persons of distinction, or of rare ability, or of unusual qualifications,
and,
- (b) the bidding for persons who have the requisite formal training and degrees but who, because of short terms of experience and individual study, or of youth, or for other reasons, cannot yet qualify as persons of distinction, or rare ability, or unusual qualifications.

These two markets are quite different.

The following chart illustrates the distribution of salaries paid to full professors for services in an academic year of nine months in certain classifications of colleges and universities in the United States in 1957-58 as reported in Research Report 1958-R1 of the Research Division of the National Education Association.

The full line indicates the distribution of these salaries, with respect to amounts, in state universities and land-grant colleges; the dotted line indicates the distribution in all other types of state-supported institutions.

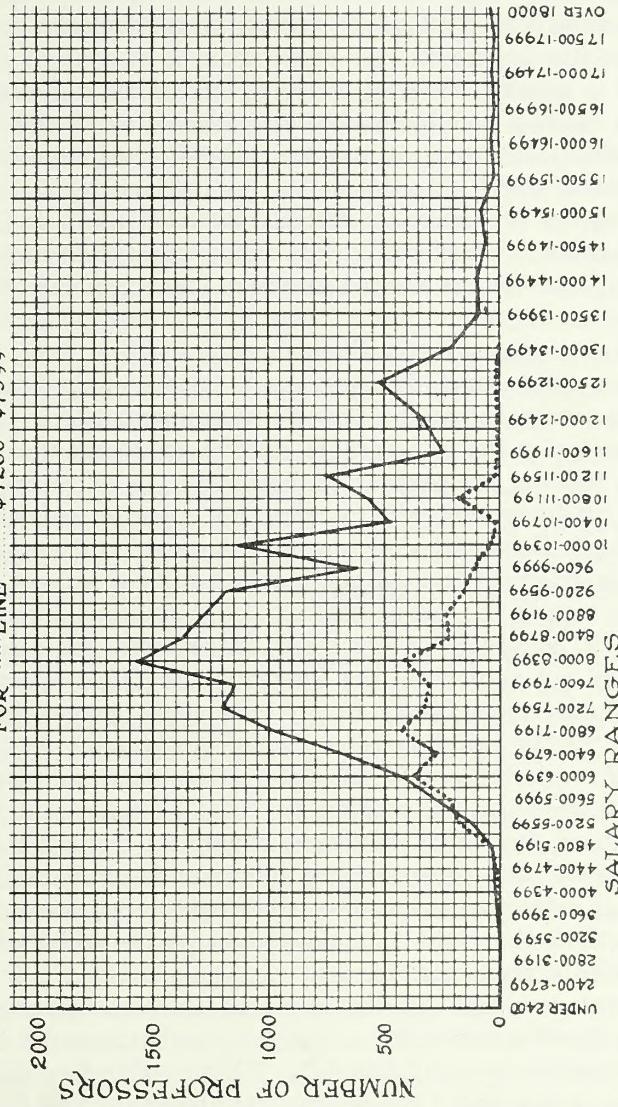
The two markets which have been mentioned are clearly identified by the chart. In institutions other than state universities and land-grant colleges there is a near discontinuity as the \$10,000 level is approached, followed by a sharp rise near the \$10,500 level, with virtually no salaries higher than this. In state universities and land-grant colleges there is a sharp drop as the \$10,000 level is approached, followed by a very significant increase in the number paid salaries in the \$10,000-\$10,400 range, another drop followed by a sharp increase in number in the \$11,200-\$11,600 range, another peak between \$12,000 and \$13,000, followed by a drop, and a few salaries extending as high as \$18,000 and above.

Thirty-two and one-tenth per cent of full professors in state universities

SOURCE OF DATA:

RESEARCH REPORT 1958 R-1, RESEARCH DIVISION
NATIONAL EDUCATION ASSOCIATION

(127) STATE UNIVERSITIES AND LAND-GRANT COLLEGES
..... (185) TEACHERS COLLEGES AND FOUR-YEAR STATE COLLEGES
MEDIAN RANGE: FOR —LINE \$6400 ~ \$8799
FOR LINE \$7200 ~ \$7599



DISTRIBUTION OF SALARIES PAID TO FULL PROFESSORS FOR NINE MONTHS SERVICE
BY TYPE OF INSTITUTION, 1957-1958.

and 25.1 per cent in land-grant colleges received salaries of \$10,000 or more for services in the academic year of nine months.

- (a) The most distinguished faculty members in our institutions receive bids at salaries of \$10,000 and above. Furthermore, younger faculty members of manifest promise frequently receive such bids from institutions which are willing to gamble on their ultimate attainment of distinction. The University system is particularly vulnerable to bidding at this level.
- (b) There is another unusual market phase with which we must reckon. Negro faculty members who hold doctorates in the basic disciplines of mathematics, natural science, English, languages, and history are very rare. North Carolina's fine institutions which were established for Negroes are seriously affected by it. While it is true that across-the-board, and on a nation-wide basis, the scarcity of Ph.D.'s and the current low rate of output of these from graduate schools will ultimately necessitate either a lowering of accreditation standards or the removal of many institutions from accredited lists, the situation in colleges established for Negroes is already extremely critical. This fact is recognized in the Board's recommendation.

- (c) A remedy for the unfavorable position of North Carolina institutions in the bidding for persons of distinction, or of rare ability, or of unusual qualifications will increase the average salaries for all ranks combined. However, this remedial measure will not help institutions in their attempts to hold many able faculty members whose dedicated efforts supply the larger part of the instructional services.

There is no provision for merit increments for academic personnel who are not subject to the Personnel Act. Consequently, institutions must await opportunity to promote such persons in academic rank before giving tangible rewards for progression in value of service through experience, and this delay often places an institution at a disadvantage in the competition for teaching talent.

The Board feels that provision should be made for improvement in salaries of such persons by making funds available for an improvement of salary ranges and by allowing the presidents and trustees of institutions the right to make the increases which they deem advisable within these ranges.

- (d) Although average salaries in North Carolina institutions are below the national medians for comparable institutions, it is apparent that the inequities in salaries paid at Western Carolina College, Appalachian State Teachers College, Fayetteville State Teachers College, Elizabeth City State Teachers College, Pembroke State College and Winston-Salem Teachers College need special attention.
In this connection, the Board realizes that its 10 per cent flexibility recommendation does not provide as extensive an area for maneuverability in the smaller institutions as it provides in the larger ones.

The salaries at A & T College are also in need of special attention. However, as one of the larger institutions, it will have opportunity, under the flexibility recommendation, to alleviate the inequity, but will likely not be able to bring about the desired correction.

**Observations
Concerning
Additional
Personnel**

Unquestionably there are instances where additional persons are needed in efforts to carry on existing programs. The Board feels that most of such needs, as expressed in "B" Budget requests, are secondary in importance to salaries.

Furthermore, the Board is convinced, on a basis of a study of registration in all courses and in all sections of courses in all institutions, that an educationally sound correction of uneconomical distribution of instructional talent among the schools and departments and the reduction by consolidation in the number of class sections could alleviate the need for additional personnel in most of the institutions without impairing the quality of instruction.

The Board is of the opinion that at this time a modest step toward the correction of inequities in student-teacher ratios among similar institutions should be made, but that in the future institutions must face up to the possibility that student-teacher ratios may necessarily be increased.

On a nation-wide basis the impending heavy enrollments, the low production rate of potential college teachers, and mounting educational costs point to the necessity of greater institutional attention to the problem of increasing the amount of instruction delivered by teachers. This does not necessarily mean greater teaching loads. The solution may even reduce the number of hours taught each week and thus provide for the teacher a greater amount of time for preparation, for study, and for research. The Board is not convinced that improvement in the quality of instruction automatically follows in the wake of a reduction in student-teacher ratios.

**Observations
Concerning
New Programs**

In general, the new programs which are reflected in "B" Budget requests have merit. The low priority assigned to them is based upon the opinion that it is in general better to do well that which is currently undertaken than to spread efforts over a wider range of programs.

The variety of programs currently being offered by the institutions is, to say the least, adequate to satisfy the interests of the students expected to enroll. At this juncture new programs should be undertaken primarily to replace existing programs of less value. Some new programs will at this time be approved in principle, to be inaugurated when funds are available. Others not so approved may be considered by the Board in the future.

The Board's recommendation with respect to new programs will consist of a listing of those requests which the Board approves in principle for activation in 1959-61 when, as and if funds are made available either by direct appropriation or by exercise of discretionary choice allowed

the institutions under the provisions of the Board's recommendation with respect to flexibility.

"B" BUDGET RECOMMENDATIONS

I. With Respect to Salaries of Academic Personnel the Board Recommends:

that flat sums be appropriated to the institutions named, treating the University as a unit, for the following purposes:

- (a) to raise the salary scales for persons holding academic rank
- (b) to provide higher salaries for teachers of distinction and unusual ability
- (c) to provide for the recognition of teachers holding doctorates and advanced professional degrees

TO:	For the Biennium
(a) The University of North Carolina as a unit	\$2,700,000
(b) East Carolina College	205,000
(c) A & T College	150,000
(d) Western Carolina College	100,000
(e) Appalachian State Teachers College	150,000
(f) Pembroke State College	30,000
(g) Winston-Salem Teachers College	80,000
(h) Elizabeth City State Teachers College	40,000
(i) Fayetteville State Teachers College	50,000
(j) North Carolina College at Durham	140,000
 Total	 \$3,645,000

The Board would like to emphasize that this recommendation is for a lump sum appropriation to each institution for the biennium. The institutions should be aware of the possibility that the total salaries for the second year of the biennium will be greater than in the first. They may wish to regulate their expenditures accordingly.

II. With Respect to Salaries of Principal Administrative Officers the Board Suggests:

that recommendations for salaries of principal administrative officers of institutions be made by the Advisory Budget Commission.

III. With Respect to Salaries of Other Personnel the Board Recommends:

that increases for these follow the pattern of increases provided for other State employees.

IV. With Respect to Equipment the Board Recommends:

that the following flat sums be appropriated for the biennium for the purposes stated with the understanding that these are to be considered special non-recurring items, pending further study in

1959-61 of the pattern of such expenditures, following installation of the proposed uniform system of accounting, reporting and budgeting:

	Total for Biennium
(1) University of North Carolina:	
(a) General Administration for equipment for WUNC-TV transmitter and the three studios	\$ 15,000
(b) Academic; Chapel Hill for equipment, including fire truck	50,000
(c) Health Affairs, Chapel Hill for equipment, primarily in the School of Dentistry	40,000
(d) N. C. Memorial Hospital for modernization of hospital equipment	200,000
(e) N. C. State College for science equipment	30,000
(f) Experiment Station for science equipment and office equipment	30,000
(g) Woman's College for equipment, including language listening booths	20,000
(2) East Carolina College: for equipment for science departments	30,000
(3) A & T College: for equipment for science departments	50,000
(4) Western Carolina College: for equipment for science departments and industrial arts, office machines, furniture	25,000
(5) Appalachian State Teachers College: for equipment for science departments	15,000
(6) Pembroke State College: for instructional equipment, for furniture and office equipment	5,000
(7) Winston-Salem Teachers College: for instructional equipment, for furniture and office equipment	7,500
(8) Elizabeth City State Teachers College: for equipment for secretarial science courses and other occupational courses and for classroom furniture	8,000
(9) Fayetteville State Teachers College: for instructional equipment, including pianos for music instruction	8,000
(10) North Carolina College at Durham: for instructional equipment	5,000
 Total	 <hr/> <u>\$538,500</u>

In listing the foregoing items the Board has confined its recommendations to those having high priority in the promotion of quality of instruction and involving relatively large sums. The remaining requests include many small items which the Board feels can best be appraised by the Department of Administration.

V. With Respect to Books and Journals the Board Recommends the Following "B" Budget Increases:

		1959-60	1960-61
(1)	(a) University in Chapel Hill	\$41,172	\$41,172
	(b) Law Library at University	2,500	2,500
	(c) N. C. State College	3,600	5,600
	(d) Woman's College	2,000	2,000
(2)	(a) East Carolina College	5,000*	5,000*
	(b) East Carolina College	10,000	10,000
(3)	(a) A & T College	20,000*	20,000*
	(b) A & T College	10,000	10,000
(4)	Western Carolina College	1,000	1,000
(5)	Appalachian State Teachers College	6,000	7,000
(6)	Pembroke State College	1,450	1,450
(7)	Winston-Salem Teachers College	1,000	1,000
(8)	Elizabeth City State Teachers College	2,000	2,000
(9)	Fayetteville State Teachers College	2,000	2,000
(10)	(a) N. C. College at Durham	1,000	1,000
	(b) N. C. College at Durham (Law)	300	300
Totals		\$109,022	\$112,022

* Non-recurring

Total for
Biennium

VI. With Respect to Additional Personnel the Board Recommends:

- | | |
|---|-----------|
| (1) that A & T College be provided \$15,000 for 1959-60 and for 1960-61 to assist in the employment of two Ph.D.'s in fundamental academic subjects, one of which shall be in mathematics and one of which shall be in English, any additional funds necessary for this purpose to be made available under the flexibility provision; | \$ 30,000 |
| (2) that Western Carolina College be provided \$15,000 for 1959-60 and for 1960-61 to be used in its discretion for the employment of additional teaching personnel; | 30,000 |
| (3) that Appalachian State Teachers College be provided \$15,000 for 1959-60 and for 1960-61 to be used in its discretion for the employment of additional teaching personnel; | 30,000 |
| (4) that Pembroke State College be provided \$10,000 for 1959-60 and for 1960-61 to be added to its instructional salary expenditures to assist in the employment of two additional faculty members with the understanding that one of these shall have a Ph.D. in a fundamental academic subject; | 20,000 |
| (5) that Winston-Salem Teachers College be provided \$15,000 for 1959-60 and for 1960-61 to assist in the employment of two Ph.D.'s in fundamental academic subjects, any additional funds necessary for this purpose to be made available under the flexibility provision; | 30,000 |
| (6) that Fayetteville State Teachers College be provided \$15,000 for 1959-60 and for 1960-61 to assist in the em- | |

- ployment of two Ph.D.'s in fundamental academic subjects, any additional amounts necessary for this purpose to be made available under the flexibility provision; \$ 30,000
- (7) that Elizabeth City State Teachers College be provided \$15,000 for 1959-60 and for 1960-61 to assist in the employment of an additional instructor in an occupational field yet to be determined, and for two Ph.D.'s in fundamental academic subjects, any additional amounts necessary for this purpose to be made available under the flexibility provision; \$ 30,000
- (8) that the aforementioned institutions and others not named be permitted to make use of the provisions and assurances of the Board's flexibility recommendation to employ additional instructional personnel in their discretion should they consider this choice meritorious in competition with other needs.

The Board does not want these specific recommendations to prejudice the institutions' requests for additional maintenance and operating personnel. As to such requests the Board feels that they can be more wisely appraised by the Department of Administration.

VII. With Respect to Community Colleges the Board Recommends:

that the rate of payment under grants-in-aid for instruction delivered be increased from \$3.00 per student quarter hour to \$3.25 per student quarter hour.

\$ 34,260

VIII. With Respect to New Programs the Board Recommends:

- (1) that the request for operation of the Computer Laboratory, made by the Consolidated Office of the University of North Carolina, be approved in principle for activation, using funds made available by direct appropriation, which is here recommended, or by acting under the flexibility provision recommended by the Board; \$150,000
- (2) that the request by the Agricultural Experiment Station for operation of an experimental program in Henderson County, be approved, and that an appropriation of \$20,000 per year be made; 40,000
- (3) that the new programs requested by the Division of Health affairs:
 (a) Departments of Maternal and Child Health and Mental Health in the School of Public Health; Recreation Program for In-Patients in Psychiatric Center; Research Lab in Psychiatric Center, be approved in principle, for activation during the biennium, when and if funds are made available by the University, acting under the flexibility provisions recommended by the Board;
- (4) that the following new programs requested by State College be approved in principle for activation during the biennium, when and if funds are made available by the

University, acting under flexibility provisions recommended by the Board:

School of Agriculture: Radioisotopes

School of Design: Housing Research

School of Education: In-service training for teachers of vocational agriculture and for expansion of program in the training of teachers of science and mathematics

School of Engineering: Department of Advanced Mechanics, Honors Program

School of Textiles: Textile Economics course

Office of Dean of Faculty: Experiments in TV, audio-visual aids, large classes, Honors Program

Office of Dean of Student Affairs: Admissions Research

- (5) that the Textile Research Program requested by State College, calling for appropriations of \$159,780 in each year of the biennium, be defined as a service activity appropriate for the School of Textiles and of great potential economic value to the State, but only tangential to the central educational function of State College, and approved for activation when and if funds are made available by direct appropriation or from other sources, with the understanding that the Board does not consider this service to be properly classifiable as higher education; \$74,430
- (6) that the Two-Year Educational Program of the School of Agriculture be approved in principle, on the assumption that this program shall be of college grade, for initial activation on the campus of State College, to be followed by careful study of the appropriateness of this program being ultimately carried on by State College at another site, to be activated in 1959-61 in the discretion of the University by direct appropriation, which is here recommended, or by funds made available by the University under flexibility provisions recommended by the Board; 16,200
- (7) that the Reading Clinic at Woman's College be approved in principle for activation in 1959-61, either by direct appropriation, which is here recommended, or by funds made available by the University under flexibility provisions recommended by the Board; 7,623
- (8) that an appropriation be made for the continuation, in the second year of the biennium, of the experimental Nursing Education program at Woman's College;
- (9) that the Nursing Education program requested by East Carolina College be modified so as to provide for a program similar to the experimental nursing education program at Woman's College or the less costly program now in effect at Western Carolina College rather than for a regular four-year collegiate School of Nursing, this same modified program to be activated in 1959-61 in the discretion of East Carolina College, by direct appropriation, which is here recommended, or by funds made available

- by East Carolina College under flexibility provisions recommended by the Board; 30,000

 - (10) that the creation of the office of Dean of Student Affairs and Dean of Men, requested by East Carolina College, be approved in principle as administrative offices appropriate to an institution of this size, to be activated in 1959-61 when and if funds are made available by discretionary choice of East Carolina College under flexibility provisions recommended by the Board;
 - (11) that the request for a program of Guidance, Testing and Placement at Agricultural and Technical College be approved in principle for activation in 1959-61, when and if funds are made available by A & T College by discretionary choice, acting under flexibility provisions recommended by the Board;
 - (12) that the requests of Appalachian State Teachers College and Western Carolina College for a Bureau of Public Relations and Foundations be approved in principle as being in accord with existing State policy as indicated by prior State approval of such services in various schools and departments of the three institutions of the University and at East Carolina College, and that these services be activated in the discretion of Appalachian State Teachers College and Western Carolina College, in 1959-61, when and if funds are made available by discretionary choice of these colleges, respectively, acting under flexibility provisions recommended by the Board;
 - (13) that the request for a Reading and Speech Center at North Carolina College at Durham be approved in principle for activation in 1959-61 when and if funds are made available by discretionary choice of the institution, acting under flexibility provisions recommended by the Board;
 - (14) that the Radio and TV Repair occupational program requested by Fayetteville State Teachers College be approved in principle, for activation in 1959-61 either by direct appropriation, which is here recommended, or by discretionary choice of the institution, acting under flexibility provisions recommended by the Board; \$15,000
 - (15) that other miscellaneous minor new programs and expansion of old programs listed in the "B" Budget requests of the institutions, as now displayed on "B" Budget forms in the hands of the Board as of this date, be approved in principle, to be activated in 1959-61 when and if funds are made available by discretionary choice of the respective institutions, acting under flexibility provisions recommended by the Board.

IX. WITH RESPECT TO OTHER MATTERS THE BOARD RECOMMENDS:

- (1) that an appropriation of \$100,000 for the biennium be made to the Department of Administration for the pur-

pose of reimbursing the University and other institutions which choose to adopt the University admissions testing program for the credits against tuition granted to entering students who have previously taken and paid for these tests; \$100,000

- (2) that an appropriation of \$200,000 for the biennium be made to the Department of Administration for the purpose of supporting experimental offerings of selected regular session undergraduate courses in Summer Quarters at state-supported degree-granting institutions, for the purpose of providing opportunity for acceleration of progress toward graduation of students in undergraduate curricula, payable to an institution at a rate per student quarter hour of instruction delivered, said rate yet to be determined, but not to be in excess of \$3.25 per student quarter hour, computations being restricted to North Carolina residents who have been enrolled in the institution for one or more quarters of the preceding academic year and to instruction in those fundamental subject matter areas presently supported in Community Colleges on a grant-in-aid basis; \$200,000

(The Board is convinced that plans must be developed as rapidly as possible for fuller utilization of the State's investment in its institutions of higher education by the operation of a fourth academic quarter. In view of the great need for increased numbers of trained personnel and the expanding enrollments anticipated it becomes an educational and economic necessity to make the fullest use of buildings and equipment and staff. Institutions cannot be expected to inaugurate such programs without additional financial assistance.)

- (3) that, in view of the constitutional requirement that all escheats funds and properties are vested in the University exclusively, an appropriation equal to the net income from the Escheats Fund in the previous biennium, now available to the University for scholarships, be made to the Department of Administration for distribution to state-supported degree-granting institutions other than the University, on a per capita basis, to provide student scholarships, provided that the per capita allotment to such other institutions shall not exceed the amount per capita accruing to the University;
- (4) that any request to the General Assembly for a bond issue to meet the capital improvement needs of institutions of higher education include authorization to the Department of Administration to supply funds in its discretion for campus planning for each institution.

Summary of "A" Budget Requests Submitted by Institutions Showing the Estimated Appropriations for Operations in 1958-59, the Requested Increases for Operations in Each Year of the 1959-61 Biennium, and the Total Appropriations for Operations Requested for the Biennium

	Estimate 1958-59	"A" Budget 1958-59	Increase 1960-61	Totals 1959-60	Totals 1960-61
University of North Carolina	\$ 130,949	\$ 2,914	\$ 1,398	\$ 133,863	\$ 132,347
General Administration	39,922	5,162	7,190	45,084	47,112
WUNC-TV					
Computer Laboratory	4,651,448	262,311	409,021	4,913,759	5,060,469
U.N.C.—Chapel Hill	2,100,655	254,109	313,732	2,354,764	2,414,387
Health Affairs	1,158,128	74,946	143,834	1,233,074	1,301,962
N. C. Memorial Hospital					
Psychiatric Center	469,302	19,396	32,683	488,698	501,985
Inst. of Fisheries Res.	76,543	1,492	1,948	78,035	78,491
WUNC-TV	42,935	2,385	3,136	45,320	46,071
Long Range Planning					
N. C. State College	4,183,283	261,494	434,429	4,444,777	4,617,712
Agricultural Experiment Station	1,777,943	46,386	56,581	1,824,329	1,834,524
Agricultural Extension Service	2,541,124	37,404	52,404	2,578,528	2,593,528
Industrial Experiment Program	79,454	528	639	79,982	80,093
WUNC-TV	43,070	3,468	3,772	46,538	46,842
State Soil Conservation Com.	27,150	300	600	27,450	27,750
Textile Research					
2-Year Agric. Program					
Long Range Planning					
Woman's College	1,614,459	43,149	75,574	1,657,608	1,690,033
WUNC-TV	31,290	2,639	2,699	33,989	33,989
Long Range Planning					
Total University	\$18,967,655	\$1,018,143	\$1,539,640	\$19,985,798	\$20,507,295
East Carolina College					
A and T College	1,390,236	133,086	253,369	1,523,322	1,643,605
Western Carolina College	1,177,468	39,744	61,321	1,217,212	1,238,789
Pembroke State Teachers College	553,585	14,165	26,717	567,750	580,302
Appalachian State Teachers College	726,687	77,063	77,859	803,750	804,546
Winston-Salem Teachers College	164,026	11,021	13,030	175,047	177,056
Elizabeth City State Teachers College	362,523	8,965	17,097	371,488	379,620
Fayetteville State Teachers College	272,555	85	2,920	272,640	275,475
N. C. College at Durham	261,516	12,795	5,621	274,311	287,137
Asheville-Biltmore College*	988,815	15,107	25,729	1,003,925	1,014,544
Charlotte Community College System*	30,590	7,495	13,110	38,085	43,700
Wilmington College*	84,550	11,370	25,700	95,920	110,250
GRAND TOTAL	53,000	5,626	11,479	58,626	64,479
Percentage of Increase over 1958-59					
	\$25,033,206	\$1,354,665	\$2,073,592	\$26,387,871	\$27,106,798

* These requests do not involve appropriations in the usual sense. They are requests for grants-in-aid not to exceed the amounts shown, payable at the rate of \$3.00 per student quarter hour of instruction delivered.

5.4%
8.3%

Table 2

Summary of "B" Budget Requests Submitted by Institutions for Operations
Showing the Increases Over "A" Budget Requests for Each Year of the
1959-61 Biennium, and the Total Appropriations Requested in the Combined
"A" and "B" Budgets

	"B" Budget Requests		Combined Requests	
	1959-60	1960-61	1959-60	1960-61
University of North Carolina				
General Administration	\$ 8,120	\$ 7,635	\$ 141,983	\$ 139,982
WUNC-TV	16,990	10,965	62,074	58,077
Computer Laboratory	75,000	75,000	75,000	75,000
UNC—Chapel Hill	1,085,476	1,119,848	5,999,235	6,180,317
Health Affairs	560,930	586,429	2,915,694	3,000,816
N. C. Memorial Hospital	135,529	92,469	1,368,603	1,394,431
Psychiatric Center	49,083	45,571	537,781	547,556
Inst. of Fisheries Research	14,936	14,936	92,971	93,427
WUNC-TV	10,680	11,180	56,000	57,251
Long Range Planning	50,000	50,000	50,000	50,000
N. C. State College	756,444	892,744	5,201,221	5,510,456
Agricultural Experiment Station	436,143	506,556	2,280,472	2,341,080
Agricultural Extension Service	630,809	776,057	3,209,337	3,369,585
Industrial Experiment Program	27,480	29,657	107,462	109,750
WUNC-TV	9,462	9,962	56,000	56,804
State Soil Conservation Com.			27,450	27,750
Textile Research	159,780	159,780	159,780	159,780
2-Year Agricultural Program	24,550	49,880	24,550	49,880
Long Range Planning	50,000	50,000	50,000	50,000
Woman's College	394,266	438,255	2,051,874	2,128,288
WUNC-TV	7,211	8,251	41,200	42,240
Long Range Planning	35,000	35,000	35,000	35,000
Total University	\$4,537,889	\$4,970,175	\$24,523,687	\$25,477,470
East Carolina College	624,869	655,947	2,148,191	2,299,552
A and T College	553,015	492,787	1,770,227	1,731,576
Western Carolina College	190,018	158,486	757,768	738,788
Appalachian State Teachers College	253,906	261,726	1,063,656	1,066,272
Pembroke State College	14,300	15,047	189,347	192,103
Winston-Salem Teachers College	69,275	69,815	440,763	449,435
Elizabeth City State Teachers College	73,225	46,775	345,865	322,250
Fayetteville State Teachers College	106,372	96,485	380,683	363,622
North Carolina College at Durham	192,403	183,805	1,196,325	1,198,349
Asheville-Biltmore College			38,085	43,700
Charlotte Community College System			95,920	110,250
Wilmington College			58,626	64,479
GRAND TOTAL	<u>\$6,621,272</u>	<u>\$6,951,048</u>	<u>\$33,009,143</u>	<u>\$34,057,846</u>
Increase over 1958-59			<u>\$ 7,975,937</u>	<u>\$ 9,024,640</u>
Per Cent	26.4%	27.7%	31.8%	36.0%

Table 3 (a)

Summary of Operating "B" Budget Requests Made by the Institutions for 1959-60

¹ Requests for reduction in receipts.

Table 3 (b)

Summary of Operating "B" Budget Requests Made By the Institutions for 1960-61

	Requests for Existing Programs						New Programs	'B' Budget Receipts	Total Approp. Requested	% Incr. Over "A" Budget
	Salary Increases	New Positions	Equipment	Library Books & Journals	Other Increases Requested					
U.N.C.—Gen. Administration	\$ 1,000	\$ 3,660	\$ 400	\$ 5,955	\$ 2,575	\$		\$ 7,635	\$ 10,965	5.8
WUNC-TV Transmitter	3,760	1,250								23.3
Computer Laboratory	754,734	116,882	39,108	43,672	83,770	\$ 81,682 ¹			75,000	
University—Chapel Hill	241,114	278,376	22,700	459	40,381	(24,601)			1,119,848	22.1
Division of Health Affairs	13,829	91,432	121,154		29,600	(163,546)			586,429	24.3
N. C. Memorial Hospital	17,317	45,926	3,913		1,075	(34,185)			92,469	7.1
Psychiatric Center	7,500	5,600	450		1,386				45,571	9.1
Inst. of Fisheries Research	1,500	6,500	1,580		1,600				14,936	
WUNC-TV Studio									11,180	24.3
Long Range Planning									50,000	
N. C. State College	576,500	114,815	10,900	8,600	37,495	119,434	\$ 25,000 ¹		892,744	19.0
Agricultural Experiment Station	264,045	88,824	10,650		23,387	119,650			506,556	27.6
Agricultural Extension Service	544,680	192,300	3,350		17,222	18,505			776,057	29.9
Industrial Experiment Program	8,157	15,800	2,000		3,700				29,657	37.0
WUNC-TV Studio	900	6,500	2,112		450				9,962	
Textile Research									159,780	21.3
2-Year Agricultural Program									49,880	
Long Range Planning									50,000	
Woman's College	189,900	95,310	18,775	2,000	117,297	44,734	(29,761)		438,255	25.9
WUNC-TV Studio	3,980		1,658		2,613				8,251	24.3
Long Range Planning									35,000	
East Carolina College	217,906	215,628	77,727	30,500	50,900	110,786	(47,500)		655,947	39.9
A & T College	117,141	198,890	76,633	70,000	7,500	47,498	(24,875)		492,787	
Western Carolina College	56,880	78,905	6,551		8,650	7,500			158,486	27.3
Appalachian State Teachers College	170,762	63,834	6,000	7,000	5,700	12,500	(4,070)		261,726	32.5
Pembroke State College	12,447	4,450		1,450	1,150		(4,450)		15,047	8.5
Winston-Salem Teachers College	32,934	40,876					(3,995)		69,815	18.4
Elizabeth City State Teachers College	34,661	12,000	4,400	1,500	3,124		(8,910)		46,775	17.0
Fayetteville State Teachers College	60,000	17,280	6,905	5,000	2,700	13,900	(9,300)		96,485	36.1
N. C. College at Durham	127,548	22,968	300	1,300	6,921	24,768			183,805	18.1
Totals	<u>\$3,459,195</u>	<u>\$1,718,006</u>		<u>\$417,266</u>	<u>\$171,481</u>	<u>\$455,151</u>	<u>\$978,460</u>		<u><u>\$6,951,048</u></u>	<u><u>25.6</u></u>

¹ Requests for reduction in receipts.

SECTION SIX

A TEN YEAR PLAN FOR CAPITAL IMPROVEMENTS AS RECOMMENDED TO THE ADVISORY BUDGET COMMISSION

INTRODUCTION

Before proceeding to its recommendation for capital improvements calculated to meet the minimum needs of state-supported institutions of higher education in North Carolina for the 1959-69 decade, the Board would like to present the problem in perspective and to point out some of the considerations which have guided the Board in its deliberations.

In general terms the needs which are foreseen fall into the following categories:

- a) Requirements for instruction which are related to population growth, to ratios of college enrollment to college-age population, to high school survival rates, to aptitudes for college work.
- b) Requirements for instruction in areas which do not involve large numbers of students and in which enrollments are not expected to be directly proportional to the growth of population in the college-age group. (Among these areas must be included education in medicine, dentistry, public health, pharmacy, design, collegiate schools of nursing, Ph.D.-level graduate studies, and others.)
- c) State services which have little relationship to the magnitude of enrollment. (Among these services are North Carolina Memorial Hospital's direct contribution to the health of citizens, the Psychiatric Center, the Agricultural Experiment Station, the Cooperative Agricultural Extension Service, the direct services which institutions render to the textile and mineral industries, to business, to the pulp and paper and furniture industries, and so on.)

As a general rule, categories (b) and (c) relate to the University, while category (a) relates to all institutions including the University. Plans for the University should therefore be tied not only to enrollments but also to a wide expanse of other essential needs.

ENROLLMENTS IN HIGHER EDUCATION

The Board has made enrollment *projections*. It has not made enrollment *predictions*.

Projections are made by applying arbitrary *assumptions* to available statistical information.

The Board has attempted to relate the assumptions which are involved in its projections to choices which it believes the people of North Carolina

will wish to make with respect to the kinds of educational institutions desired, to the standards which they wish these institutions to uphold and to the level of costs which the people expect students to meet.

Three Projections 1) A projection which is based upon population by age groups, upon existing survival trends in high school and in college, and upon existing trends in college going rates of high school graduates, yields 72,000 North Carolina young men and women in public and private colleges in 1969-70.

2) A projection which is based upon the assumption that one-half of those who will graduate from high school will enter college yields a total of 96,000 in public and private colleges.

At the present time only about one-half of youth in North Carolina graduate from high school. Of these approximately one-third enter college.

3) A projection based upon the assumption that one-half of youth of college age, as contrasted with one-half of the high school graduates, can profit by at least two years of college and will be so enrolled in college yields 128,000 in public and private colleges. This level of college attendance has been reached in only the states of California and Utah.

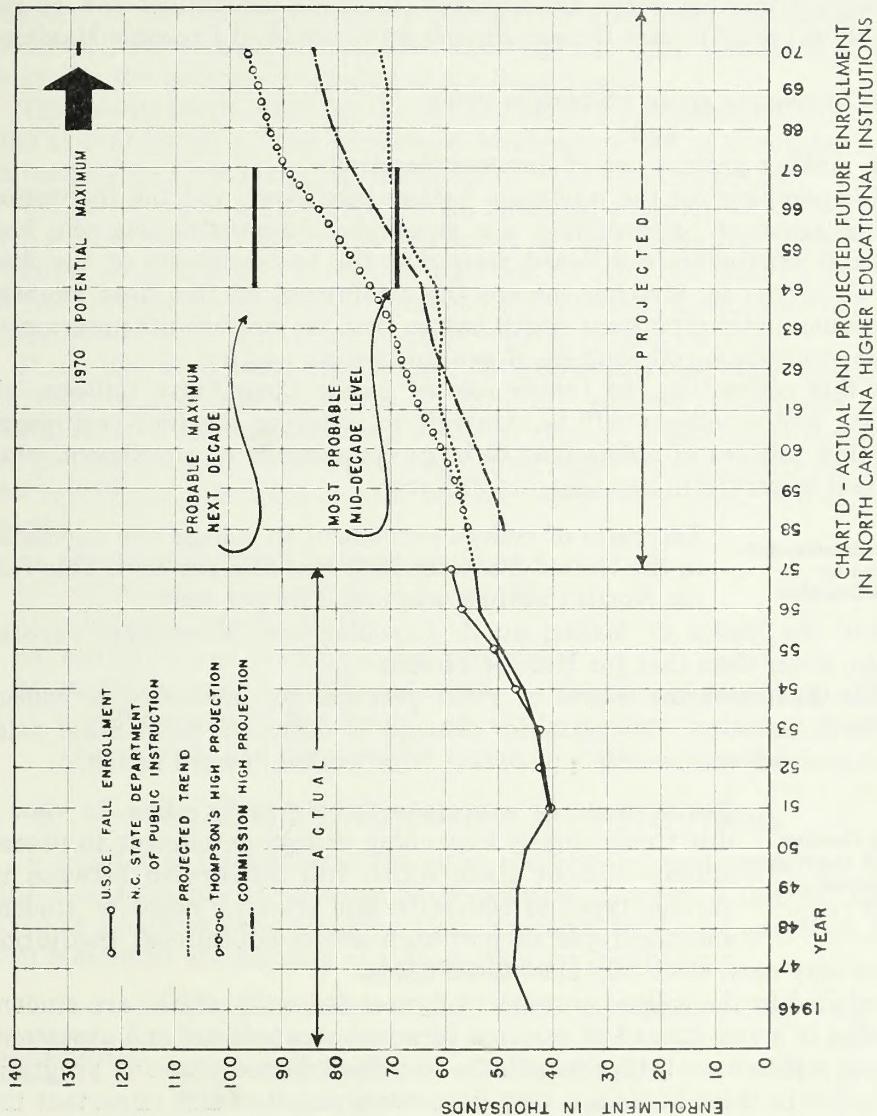
The following projections of enrollments, for all North Carolina higher educational institutions, public and private, result from a very careful study of population by age groups and trends in high school and college survival rates, county by county. These projections were made by the firm of Engelhardt, Engelhardt, Leggett & Cornell. The numbers shown indicate full time equivalent students exclusive of students registered in extension courses. The Board accepts them as a basis for anticipating future capital requirements of higher educational institutions insofar as enrollments are related thereto.

1) Most Probable 1969-70 Minimum	72,000
2) Most Probable 1969-70 Maximum	96,000
3) Potential 1969-70 Maximum	128,000

The chart which follows is taken from the report of Engelhardt, Engelhardt, Leggett & Cornell. It illustrates the three projections which have been described. It also shows two projections made by others. The projection which is indicated by the dashes which form a broken line was plotted from figures published by the Commission on Higher Education in its report to the 1955 General Assembly. The projection indicated by the succession of small circles was plotted from figures published in "The Problem of Rising College Enrollments", by Ronald B. Thompson, in which projections were made for each of the 48 states.

Comments Regarding Projections The Board would like to be able to assume that one-half of the young men and women of college age in North Carolina will qualify themselves for higher education; that these would enroll in college and profit by one or two years of higher education; that in turn one-half of these would go on to graduation after two

CHART D



additional years of genuinely advanced undergraduate collegiate courses.

However much this goal may be desired, the Board cannot, in its considered judgment, present this to you or to the people of the State as a projection upon which capital improvements for 1959-69 should now be planned.

The Board believes that if its specific recommendations to meet the Most Probable Minimum needs are accepted, then the institutions can be reasonably expected to care for enrollments up to the Most Probable Maximum by

- a) increasing space utilization rates
and
- b) making greater use of Summer Sessions.

This planning for the minimum having been done, and the institutions having assumed responsibility for enrollments approximating the Most Probable Maximum, the Board feels that the best interests of the State will be served by striving toward the attainment of the Most Probable Maximum under conditions which assure that the educational programs in which students enroll shall be of genuinely high quality.

In this connection the future role of public Community Colleges and private junior colleges will be strategic in relieving the four-year degree granting colleges of obligations to large components of enrollment which can best be served in two-year institutions.

An Uncomfortable Position for North Carolina

The ratio of college enrollment to college age population in the United States in 1955 was 31.8 per cent. This ratio for North Carolina was only 17.0 per cent.

Only the States of Maine, South Carolina, and Mississippi reported a ratio lower than that for North Carolina.

This illustrates the source of great pressure for admission to colleges in North Carolina. The potential demand is definitely here. State pride, when aroused, can become a powerful force leading toward action.

North Carolina Should Not Take III-Advised Action

Yet it would be a mistake for North Carolina, in view of this tremendously expanding college enrollment to proceed blindly without plans which will distinguish between the various types of education and training needs of students and the types of post-high school educational institutions which may most efficiently meet these needs.

Included in the college enrollment figures for many states are students enrolled in a vast spread of assorted terminal occupational and avocational courses which have little resemblance to college degree-granting programs.

Studies in these areas are very important, and it is also important that students in such courses have the privilege of taking some work in the liberal arts and sciences along with their occupational studies. It is for this reason that the Board, as a matter of policy, considers it essential that a state-wide system of higher education should include community colleges which can efficiently operate both academic and occupational divisions per-

mitting the widest range of opportunity for the largest number of youth.

It is to be expected that a large part of the enrollment increases will consist of students who need one or two years of liberal education or one or two years of technical preparation for an occupation. If facilities are provided which will best serve these students, the degree-granting institutions, thus relieved of the responsibility for the education of this substantial segment of the State's youth, can concentrate upon their specialized functions and, given required facilities, can maintain high standards of excellence for the maximum number of qualified youth.

This points up the need for the development of a system of higher education as contrasted with an unplanned development which inevitably results in inefficiency from lack of allocation of institutional functions.

This also points up the need for an adequate program of testing which will guide youth into programs best suited to their needs and abilities.

These considerations form the basic reason why the Board's estimates of forthcoming enrollments in established residential institutions are lower than the estimates heretofore made by some of the institutions.

If, on the other hand, residential institutions increase their offerings in terminal occupational programs, if the State provides dormitories at low rental rates, if tuition costs are held down, if many scholarships are awarded, and if admission requirements do not articulate student and curriculum, the enrollment pressures on institutions might bring about the following results:

- a) exceptionally high costs to the State
- b) higher costs to students and parents
- c) a lowering of standards
- d) confusion and overlapping of programs
- e) increased inter-institutional rivalry for larger and larger enrollments
- f) a nullification of the Board's efforts to promote a "sound, vigorous, progressive, and coordinated system of higher education".

PROJECTED ENROLLMENTS AT INSTITUTIONS

In addition to its studies of the gross state-wide enrollments, the Board, with the assistance of Engelhardt, Engelhardt, Leggett & Cornell, has arrived at a balance sheet showing Most Probable Minimum and Most Probable Maximum enrollments at state-supported institutions.

Private and Church-Related Colleges The Board has studied unofficial reports of the long term plans of private colleges which have been made to the U. S. Office of Education and to the Secretary of the North Carolina College Conference; Board members and staff members have talked to representatives of these colleges; reported plans of three new church-related colleges have been taken into consideration. As a result, the Board feels safe in assuming that private colleges will care for a minimum total enrollment of 32,000 students by 1969-70.

While this figure is by no means firm, the Board feels that the manifest

growth of private institutions, the demonstrated success of some of these institutions in raising funds for capital improvements, and the enthusiastic manner in which they are going about raising funds for future developments are most heartening.

The Board has presumed to place the figure 32,000 for private and church-related institutions in the column headed *Most Probable Minimum*, and to indicate in the column headed *Most Probable Maximum* its considered hope that these institutions can and will care for enrollments in excess of the minimum projection.

**Functions of
State-Supported
Residential
Institutions**

The Board believes that the University will maintain its preeminent position as the capstone of state-supported higher education in North Carolina by assuming at each of its three units only those residential educational functions which are appropriate for a distinguished university.

The Board assumes that North Carolina College at Durham will continue its present offerings which include certain counterparts of University-type programs; that A & T College will continue its programs in agriculture, engineering, nursing education, and specialized aspects of teacher education, that it will separate these functions from the valuable but different educational activities now carried on in its "Technical Institute", and that in so doing it will identify and promote a Division of Organized Occupational Curricula.

The Board also assumes that Appalachian State Teachers College, East Carolina College, and Western Carolina College will each continue the development of strong undergraduate programs in the liberal arts and sciences and the highly desirable blending of these with high quality undergraduate and master's level offerings for prospective public school teachers, supervisors and administrators; that Pembroke College will continue its present offerings and that it will be permitted to develop as a regional residential institution designed to meet specialized regional needs.

The Board further assumes that Elizabeth City State Teachers College, Fayetteville State Teachers College, and Winston-Salem Teachers College will each continue present degree-granting programs, strengthen the freshman and sophomore level curricula in the fundamental liberal arts and sciences, and add a college level Division of Organized Occupational Curricula.

**Existing
Community
Colleges**

The Board believes that the capital improvement plans which are already authorized for Asheville-Biltmore College, Charlotte Community College System, and Wilmington College should be supplemented so as to provide for a minimum total of 4500 students; that each will emphasize the three functions already identified in the Community College Act: junior college offerings in the liberal arts and sciences; technical institute of college grade; organized occupational curricula.

The Board recognizes the enthusiastic manner in which the communities

in which these institutions are located have responded to the need for the community college development. It is to be expected that within the next decade one or more of these institutions will grow to the point where the addition of junior and senior year offerings in the liberal arts and sciences will be required.

New Community Colleges or Agricultural and Technical Institutes

The Board feels that provisions should be made now for the establishment late in the decade of additional community colleges, with technical institute divisions, or for the establishment of University operated technical or agricultural institutes, in sections of the State now identified as: North Central; Eastern; East South Central; East North

Central.

This conviction arises from the Board's analysis of the geographical distribution of expected future enrollments.

In this connection, the Board invites attention to the fact that the University trustees have already expressed themselves as favorable to a two-year agricultural program to be operated by the University through the School of Agriculture of State College.

The Board recommends that provisions be made, in a category designated New Community Colleges and Agricultural or Technical Institutes, for the establishment, in the interval 1961-69, of such institutions, as needs arise, in the geographical areas designated above. These areas and the areas served by existing community colleges are shown on chart E.

Projected Enrollments of Institutions

After carefully weighing enrollment trends in institutions, survival rates in college, geographical distribution of population, the tendency of regional institutions to draw heavily from their immediate geographical area, the projections which a number of institutions have made for themselves, and the functions which appear desirable for each institution to assume, the Board concludes that the following pattern of minimum and maximum enrollments should be used as a basis for planning:

	Most Probable Minimum	Most Probable Maximum
University of North Carolina (1)	8,100	10,800
N. C. State College	7,700	9,000
Woman's College	2,800	3,400
Gaston Technical Institute	300	500
New Agric. & Tech. Institute	500	1,000
Total University	<u>19,400</u>	<u>24,700</u>
Appalachian State Teachers College	2,900	3,900
East Carolina College	4,500	6,400
Pembroke State College	700	1,000
Western Carolina College	1,700	2,300
A & T College	2,600	4,300 (3)
Elizabeth City State Teachers College	500	900 (3)
Fayetteville State Teachers College	700	1,300 (3)
N. C. College at Durham	1,600	3,000
Winston-Salem Teachers College	1,300	2,500 (3)
	<u>35,900</u>	<u>50,300</u>

CHART E



RECOMMENDED CENTERS OF COMMUNITY COLLEGES

Asheville-Biltmore, Charlotte Com. Col. System, Wilmington College	4,500	6,000	(3) (4)
	40,400	56,300	
Private & Church-Related Colleges & Universities (2)	32,000	38,000	
New Community Colleges or Technical Institutes		1,700	
	72,400	96,000	

(1) Excluding the Division of Health Affairs of the University.

(2) Excluding Schools of Medicine at Duke and Wake Forest.

(3) Including enrollment in Divisions of Organized Occupational Curricula.

(4) Including technical institutes of college grade.

RECOMMENDATIONS

I. Introduction

Accurate estimates of costs of facilities which have not yet been designed and for which definite construction dates have not yet been established cannot be made.

In formulating its recommendation the Board has used certain estimates of cost which have been made by the Budget Bureau, others made by the institutions, and others roughly projected by the Board on a rule of thumb basis.

The total of recommendations for the 1959-61 biennium account for about two fifths of the total amount recommended for the 1959-69 decade. This is due in part to the Board's conviction that Reconstruction, Renovation and Minor Additions to existing facilities should be carried out early in the decade. It is also due in part to the Board's recognition of the fact that any new construction projects which may be made possible by a bond issue voted upon in November 1959 will likely not be available for use until the fall of 1962.

Recommendations For 1959-61

The recommendations of the Board for the 1959-61 biennium, while firm with respect to the items identified in the summaries of recommendations made for individual institutions, should be interpreted as subject to revisions of cost estimates.

Recommendations For 1961-69

The Board has not divided its recommendations for the period 1961-69 into a schedule of recommendations for the four successive biennial periods. The Board's recommendation for the construction of Student Centers in 1961-69 is firm with respect to the items. The recommendation with respect to dormitories should be considered as setting forth minimum needs likely to become manifest and for which provisions should now be made, subject to authorization according to a time schedule to be worked out later. The recommendations with respect to other educational facilities, utilities, and to the rounding out of auxiliary facilities in this period is accompanied by the specific recommendation that

An amount equal to one-fourth of one per cent of all construction costs be made available to the Department of Administration for Studies of Campus Planning and for Appraisal of Specific Building Needs.

In the period 1947-57 approximately \$100,000,000 was appropriated for capital improvements at state-supported institutions. The Board has observed clear evidence of poor planning as regards location of buildings and as regards the design of buildings for projected uses. In making recommendations for expenditure of almost as large a sum in the period 1959-69 the Board strongly recommends that provisions be made for independent appraisals by the Department of Administration for transmission to the Advisory Budget Commission for consideration prior to final authorization for construction.

**Recommendations
For Student
Housing**

With one relatively small exception to the general rule, the Board recommends that dormitory beds be constructed on a basis of self-liquidation of one-half of the cost.

The following resolutions were formally approved at the meeting of the Board on October 28, 1958:

The Board recommends that the State provide funds for the total cost of all student housing facilities; that one-half of the cost be paid by an outright appropriation and the other half loaned for each building project to the respective institution under a contract between the institution and the State requiring the repayment of the loan from room rentals agreed upon and fixed at the lowest feasible rate permitting the amortization of the debt within the period specified in the contract, and having due regard for the economic status of the student-occupants and other factors, if any, peculiar to the institution and its students.

As an alternative to making provisions at this time for the full amount recommended for dormitory construction in the period 1959-69 the Board suggests that:

An issue of bonds for dormitories smaller by approximately one-fourth the total amount involved in the Board's recommendation would result if the amortization payments were retained in a revolving fund for approximately ten years and reloaned to the institutions for construction of additional dormitories. After the revolving fund lending is terminated the amortization could continue for such term as is established, resulting in a repayment of the bonds to an extent larger than one-half.

**Outright
Appropriation
For Dormitory
at Pembroke**

The State has never provided any permanent student housing at Pembroke State College. It is not possible, therefore, for the College to spread any dormitory liquidating costs over existing dormitory rooms provided by the State. The Board recommends that a dormitory for 200 students be constructed

on a basis of outright appropriation, and that thereafter the half self-liquidation policy become effective at Pembroke.

II. Recommendations by Categories and by Institutions

The following table shows the recommendations of the Board for capital improvements for the period 1959-69 according to categories and according to schedule.

	Total	1959-61	1961-69
I. Reconstructions, Renovations & Minor Adds.	\$ 6,392,223	\$ 4,243,160	\$ 2,149,063
II. Major Additions			
A. Teaching and Educational	6,999,636	4,070,636	2,929,000
B. Student Centers	856,000	373,000	483,000
C. Other	713,800	478,800	235,000
Total Major Additions	<u>\$ 8,569,436</u>	<u>\$ 4,922,436</u>	<u>\$ 3,647,000</u>
III. New Construction			
A. Teaching and Educational	\$22,383,500	\$10,376,500	\$12,007,000
B. Student Centers	4,651,500	2,033,000	2,618,500
C. Dormitories (7,950 Beds) ¹	23,850,000	6,660,000	17,190,000
D. Other	5,264,500	1,549,500	3,715,000
Total New Construction	<u>\$56,149,500</u>	<u>\$20,619,000</u>	<u>\$35,530,500</u>
IV. Utilities, Roads and Walks, Campus Improvements	\$ 3,771,675	\$ 2,423,675	\$ 1,348,000
V. Minerals Research Laboratory (Asheville)	544,500		544,500
VI. Agricultural Experiment Station	1,874,300	1,049,300	825,000
VII. Equipment	517,735	268,735	249,000
VIII. Community Colleges			
Asheville-Biltmore College	{ 125,000 ² 1,000,000	125,000 1,000,000	
Charlotte Community College System	{ 400,000 ² 2,925,000	400,000 925,000	2,000,000
Wilmington College	{ 50,000 ² 1,000,000	50,000 1,000,000	
New Community Colleges and Agricultural Technical Institutes	3,500,000		3,500,000
Total Community Colleges	<u>\$ 9,000,000</u>	<u>\$ 1,500,000</u>	<u>\$ 7,500,000</u>
IX. Provision for Equipment, Contingencies and Emergencies	\$ 2,000,000	\$ 1,000,000	\$ 1,000,000
X. Purchase of Land	1,000,000	500,000	500,000
GRAND TOTAL	<u>\$89,819,369</u>	<u>\$36,526,306</u>	<u>\$53,293,063</u>
Less: Net Return to the State if Dormitories are one-half Self-Liquidated (except for 200 beds at Pembroke)	11,625,000	3,030,000	8,595,000
Net Ultimate Cost to the State	<u>\$78,194,369</u>	<u>\$33,496,306</u>	<u>\$44,698,063</u>

¹ Dormitory costs have been computed at \$3,000 per bed in order to provide for a possible maximum, taking into account possible inflationary trends.

² Outright grants to complete the matching of funds to be raised locally, payable upon certification that such funds have been made available to the colleges.

The following table shows the recommendations of the Board for capital improvements for the period 1959-69 by institutions and by schedule.

	Total	1959-61	1961-69
University of North Carolina	\$16,847,399	\$ 9,739,836	\$ 7,107,563
Division of Health Affairs	6,106,000	2,106,000	4,000,000
North Carolina State College	18,164,600	7,516,100	10,648,500
Agricultural Experiment Station	1,874,300	1,049,300	825,000
Woman's College	4,451,100	2,206,100	2,245,000
Total for University	\$47,443,399	\$22,617,336	\$24,826,063
East Carolina College	6,991,500	3,220,000	3,771,500
A and T College	4,963,525	1,181,525	3,782,000
Western Carolina College	2,896,735	1,478,735	1,418,000
Appalachian State Teachers College	5,255,900	2,795,900	2,460,000
Pembroke State College	1,355,000	650,000	705,000
Winston-Salem Teachers College	2,318,500	710,000	1,608,500
Elizabeth City State Teachers College	1,454,000	304,000	1,150,000
Fayetteville State Teachers College	2,017,850	267,850	1,750,000
North Carolina College at Durham	3,122,960	300,960	2,822,000
Community Colleges:			
Asheville-Biltmore College	1,125,000	125,000	1,000,000
Charlotte Community College System	3,325,000	1,325,000	2,000,000
Wilmington College	1,050,000	50,000	1,000,000
New Community Colleges and Agricultural Technical Institutes	3,500,000		3,500,000
Provision for Equipment, Contingencies and Emergencies	2,000,000	1,000,000	1,000,000
Purchase of Land	1,000,000	500,000	500,000
GRAND TOTAL	\$89,819,369	\$36,526,306	\$53,293,063
Less: Net Return to the State if Dormitories are one-half Self-Liquidated (except for 200 beds at Pembroke)	11,625,000	3,030,000	8,595,000
Net Ultimate Cost to the State	\$78,194,369	\$33,496,306	\$44,698,063

The tables which follow indicate recommendations by item, by institution and by schedule.

University at Chapel Hill (Main)

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Physics Building Supplement	\$ 322,000	\$
2. Chemistry Laboratories in Venable Hall	240,000	
3. Saunders Hall (History)	44,000	
4. Caldwell Hall	406,000	
5. Murphy Hall	100,000	
6. Phillips Hall (old part of building)	150,000	
7. Playmakers Theatre		100,000
8. Bynum Hall		170,000
9. New East		327,063
10. Front Section of Davie Hall		384,500
11. L. R. Wilson Library		100,000
12. Alumni Hall		355,000
Total	\$ 1,262,000	\$ 1,436,563
II. Major Additions		
A. Teaching and Educational		
1. Addition to Swain Hall	\$ 500,000	
2. Addition to Hill Hall	435,836	
Total	\$ 935,836	

III. New Construction		
A. Teaching and Educational		
1. Geology and Geography Building	\$ 1,063,000	\$
2. Botany Building	1,470,000	
3. Foreign Language Building	876,000	
4. Undergraduate Library Building		1,000,000
Total	\$ 3,409,000	\$ 1,000,000
B. Student Centers	\$ 2,033,000	
C. Dormitories for 700 Students @ \$3000	\$ 2,100,000	\$
Dormitories for 1300 Students @ \$3000		3,900,000
Total	\$ 2,100,000	\$ 3,900,000
D. Other		
1. Cafeteria		\$ 481,000
2. Maintenance Shop and Storeroom		290,000
Total		\$ 771,000
Total New Construction	\$ 7,542,000	\$ 5,671,000
GRAND TOTAL	\$ 9,739,836	\$ 7,107,563
Less: Net Return to the State if Dormitories are one-half Self-Liquidated	1,050,000	1,950,000
Total	<u>\$ 8,689,836</u>	<u>\$ 5,157,563</u>

Division of Health Affairs

	1959-61	1961-69
I. Reconstruction, Renovations and Minor Additions		
1. Dentistry (Completion of Ground Floor)	\$ 56,000	
2. Pharmacy (Completion of Ground Floor)	90,000	
Total	<u>\$ 146,000</u>	
II. Major Additions	None	None
III. New Construction		
A. Teaching and Educational		
1. Public Health Building	\$ 1,500,000	\$
2. Planning and Preliminary Architects' Fees	250,000	
3. Health Affairs Facility		4,000,000
Total	<u>\$ 1,750,000</u>	<u>\$ 4,000,000</u>
VII. Equipment		
1. Pharmacy Building (Supplement)	\$ 210,000	
GRAND TOTAL	<u>\$ 2,106,000</u>	<u>\$ 4,000,000</u>

North Carolina State College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Moving and Replacing Greenhouses	\$ 171,500	\$
2. Renovation of Peele Hall for Admin. Offices	40,000	
3. Renovation to Several Buildings	262,000	
4. Remodel Milking Facilities	13,600	
5. Renovation of Frank Thompson Gymnasium	150,000	
6. Clark Hall (convert Infirmary into Dormitory)		100,000
7. Tompkins Hall		35,000
8. Forestry Camps		50,000
9. Textile Building—Basement Area		100,000
Total	<u>\$ 637,100</u>	<u>\$ 285,000</u>
II. Major Additions		
A. Teaching and Educational		
1. Addition to Polk Hall	\$ 833,000	\$
2. Addition to Gardner Hall		681,000
3. Fourth Floor Addition—School of Design		126,000
Total	<u>\$ 833,000</u>	<u>\$ 807,000</u>

III. New Construction		
A. Teaching and Educational		
1. Electrical Engineering Building	\$ 1,163,000	\$
2. General Laboratory Building	1,437,500	
3. Classroom Facilities	1,175,000	
4. Forestry Building	600,000	
5. Civil Engineering Building		1,083,000
6. Industrial Engineering Building		855,000
Total	<u>\$ 4,375,500</u>	<u>\$ 1,938,000</u>
B. Student Center	None	None
C. Dormitories for 1,600 Students @ \$3,000		\$ 4,800,000
D. Other		
1. Cafeteria	\$ 481,500	\$
2. Infirmary		448,000
3. Maintenance and Operation Building		600,000
4. Agriculture Admin. and Marketing Building		1,226,000
Total	<u>\$ 481,500</u>	<u>\$ 2,274,000</u>
Total New Construction	<u>\$ 4,857,000</u>	<u>\$ 9,012,000</u>
IV. Utilities, Roads and Walks, Campus Improvements		
1. Extension of Steam, Hot Water and Telephone Lines, Street Lighting and Primary Electric Service	\$ 574,000	
2. Extension of Water Mains, Sewer and Drives	185,000	
3. Additional Steam Boiler	430,000	
Total	<u>\$ 1,189,000</u>	
V. Minerals Research Laboratory—Asheville		\$ 544,500
GRAND TOTAL	<u>\$ 7,516,100</u>	<u>\$10,648,500</u>
Less: Net Return to the State if Dormitories are one-half Self-Liquidated		2,400,000
Total	<u>\$ 7,516,100</u>	<u>\$ 8,248,500</u>

Agricultural Experiment Station

	1959-61	1961-69
1. Additional land & buildings for tobacco research	\$ 77,300	\$
2. Equipment for Poultry Disease Diagnostic Laboratory	10,000	
3. Headhouse & greenhouse, Plant Pathology & Entomology	90,500	
4. Compartment curing barn, Central Crops Research Sta.	4,000	
5. Herdsman's residence, Central Livestock Station	12,500	
6. Swine nutrition units, Central Animal Husbandry Farm	43,000	
7. Two laying houses & repairs, Central Poultry Farm	18,000	
8. Foreman's dwelling, Horticultural Crops Res. Sta.	11,000	
9. Headhouse & allied facilities, Williams Hall	77,500	
10. Animal Radioisotope Laboratory	90,500	
11. Completion of Crops Drying Bldg., Central Crops Research Station	12,000	
12. Horticulture Crops Bldg., Central Crops Res. Sta.	15,000	
13. Machinery, Pesticide & Fertilizer Storage Bldg., Central Crops Research Station	12,000	
14. General storage bldg. for Sandhills Research Station, Jackson Springs	8,000	
15. Greenhouse & headhouse at Horticultural Crops Research Station, Castle Hayne	20,000	
16. Dwellings for tobacco supervisor & one laborer, potato curing & storage bldg., plus additional land at Central Crops Research Station, Clayton	30,000	
17. Additional packhouse for tobacco station requested in Capital Improvements, 1959-61	8,000	
18. Additional wing to Animal Disease Laboratory	510,000	
19. Headhouse & five greenhouses	125,000	

20. Upper Piedmont Tobacco Research Station-land, bldgs. & equipment		50,000
21. Headhouse & five greenhouses		125,000
22. Replacement for land, bldgs., silos & equipment now used by Dept. of Animal Industry on Western Blvd.		100,000
23. Headhouse & five greenhouses		125,000
24. Replacement for consolidation of Coastal Plain Vegetable Research Station at Faison & Coastal Plain Research Station at Willard		100,000
25. Headhouse & ten greenhouses		200,000
Total	\$ 1,049,300	\$ 825,000

Woman's College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Curry Building (Supplement to 1957 Appropriation)	\$ 364,300	
2. Renovations to Dining Hall (Including Equipment)	155,700	
3. Renovations to Aycock Auditorium	41,500	
4. Renovations to Student Center Building	20,000	
Total	<u>\$ 581,500</u>	
II. Major Additions		
A. Teaching and Educational		
1. Instructional Wing to Aycock Auditorium	\$ 455,000	\$
2. Music Building	281,000	
3. Rosenthal Gymnasium	100,000	
4. Addition to McIver Building	432,000	
5. Nursery School		40,000
Total	<u>\$ 1,268,000</u>	<u>\$ 40,000</u>
III. New Construction		
A. Teaching and Educational		
1. Two Home Management Units	\$ 40,000	\$
2. Administration Building		339,000
Total	<u>\$ 40,000</u>	<u>\$ 339,000</u>
B. Student Center	None	None
C. Dormitories for 300 Students @ \$3,000		\$ 900,000
D. Other		
1. Storage Building—Maintenance Department		\$ 40,000
Total New Construction	<u>\$ 40,000</u>	<u>\$ 1,279,000</u>
IV. Utilities, Roads and Walks, Campus Improvements		
1. Dormitory Baths and Plumbing	\$ 55,600	\$
2. Streets and Walks	94,700	
3. Underground Steam Tunnel	166,300	
4. Modernization of Heating Plant		926,000
Total	<u>\$ 316,600</u>	<u>\$ 926,000</u>
GRAND TOTAL	<u>\$ 2,206,100</u>	<u>\$ 2,245,000</u>
Less: Net Return to the State if Dormitories are one-half Self-Liquidated		450,000
Total	<u><u>\$ 2,206,100</u></u>	<u><u>\$ 1,795,000</u></u>

East Carolina College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Renovate North Cafeteria	\$ 135,200	\$
2. Renovate two Men's Dormitories for Women		117,500
Total	<u>\$ 135,200</u>	<u>\$ 117,500</u>

II. Major Additions			
A. Teaching and Educational			
1. Library, including Air Conditioning	\$ 303,000	\$	
2. Graham Building	96,800		
3. Flanagan Building	334,000		
4. Music Building		247,500	
5. New Classroom Building		202,000	
6. Library		232,500	
7. Enlargement of Physical Education Facilities		500,000	
Total	\$ 733,800		\$ 1,182,000
B. Student Center	\$ 373,000		
C. Other			
1. Infirmary	\$ 78,800	\$	
2. Maintenance Shop and Warehouse	100,000		
3. Addition to Laundry		50,000	
Total	\$ 178,800		\$ 50,000
Total Major Additions	\$ 1,285,600		\$ 1,232,000
III. New Construction			
A. Teaching and Educational			
1. Elementary School Building		\$ 336,000	
2. Home Economics Building and Home Management House		351,000	
3. Outdoor Athletic Facilities		235,000	
Total		\$ 922,000	
B. Student Center	None		
C. Dormitories			
1. Dormitory for 500 Students @ \$3,000	\$ 1,500,000	\$	
2. Dormitory for 500 Students @ \$3,000		1,500,000	
Total	\$ 1,500,000		\$ 1,500,000
Total New Construction	\$ 1,500,000		\$ 2,422,000
IV. Utilities, Roads and Walks, Campus Improvements			
1. Street Lights	\$ 10,000		
2. Addition to Heating Plant	189,200		
3. Improvements to Electrical System	100,000		
Total	\$ 299,200		
GRAND TOTAL	\$ 3,220,000		\$ 3,771,500
Less: Net Return to the State if Dormitories are one-half Self-Liquidated	750,000		750,000
Total	\$ 2,470,000		\$ 3,021,500

A & T College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Dudley Building	\$ 115,000	\$
2. Noble Hall for Biology	100,000	
3. Morrison Hall (Dormitory)	70,000	
4. Holland Hall (Dormitory)	40,000	
5. Harrison Auditorium	10,000	
6. Graham Building		60,000
Total	\$ 335,000	\$ 60,000
II. Major Additions		
A. Teaching and Educational		
1. Chemistry Bldg. Annex & Renovating Old Part	\$ 300,000	\$
2. Biology Bldg. Add. & New Nurses School Bldg.		500,000
Total	\$ 300,000	\$ 500,000
B. Student Center	None	
C. Other		
1. Physical Education Facilities	<u>\$ 300,000</u>	

Total Major Additions	\$ 600,000	\$ 500,000
III. New Construction		
A. Teaching and Educational		
1. Agricultural Engineering Building	\$ 58,000	\$ 218,000
2. General Classroom Bldg. (Crosby Replacement)		
Total	\$ 58,000	\$ 218,000
B. Student Center		\$ 600,000
C. Dormitories		
1. Dormitories for 600 Students @ \$3,000		\$ 1,800,000
D. Other		
1. Athletic Field House and Physical Ed. Area	\$ 150,000	\$ 30,000
2. Greenhouses		
3. Dry Cleaning and Laundry Building		225,000
Total	\$ 150,000	\$ 255,000
Total New Construction	\$ 208,000	\$ 2,873,000
IV. Utilities, Roads and Walks, Campus Improvements		
1. Storm Pipe Line	\$ 7,400	\$
2. Widening Nocho Street	5,825	
3. Widening Drive Rear of Vanstory Hall	4,100	
4. Resurfacing Drives—Library Area	1,200	
5. Roads, Walks and Drives	20,000	
6. Additional Boiler and Accessory Equipment		100,000
Total	\$ 38,525	\$ 100,000
VII. Equipment		
1. Engineering, Physics, Industrial & Fine Arts		\$ 249,000
GRAND TOTAL	\$ 1,181,525	\$ 3,782,000
Less: Net Return to the State if Dormitories are one-half Self-Liquidated		900,000
Total	<u>\$ 1,181,525</u>	<u>\$ 2,882,000</u>

Western Carolina College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Renovations to Little Theatre	\$ 14,000	
II. Major Additions		
A. Teaching and Educational	None	
B. Student Center		\$ 483,000
C. Other		
1. Swimming Pool Addition to Gymnasium		\$ 185,000
Total Major Additions		\$ 668,000
III. New Construction		
A. Teaching and Educational		
1. Campus Laboratory School and Equipment or Additional Classroom Building		\$ 750,000
B. Student Center	None	
C. Dormitories		
1. Dormitories for 400 Students @ \$3,000	\$ 1,200,000	
Total New Construction	<u>\$ 1,200,000</u>	<u>\$ 750,000</u>
IV. Utilities, Roads and Walks, Campus Improvements		
1. Wolfcreek Watershed	\$ 57,000	
2. Addition to Utilities System	162,000	
Total	<u>\$ 219,000</u>	
VII. Equipment		
1. Stillwell Building Addition	\$ 45,735	
GRAND TOTAL	<u>\$ 1,478,735</u>	<u>\$ 1,418,000</u>
Less: Net Return to the State if Dormitories are one-half Self-Liquidated	600,000	
Total	<u>\$ 878,735</u>	<u>\$ 1,418,000</u>

Appalachian State Teachers College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. White Hall (Dormitory for Women)	\$ 100,000	
2. Dauph Blan Hall (Dormitory for Women)	70,000	
3. Administration Building	82,000	
4. Newland Hall and Lovill Hall (Dorms)	12,500	
5. High School Building	15,000	
6. Faculty Houses	12,400	
Total	<u>\$ 291,900</u>	
II. Major Additions	None	
III. New Construction		
A. Teaching and Educational		
1. Education Classroom Building	\$ 744,000	\$ 810,000
2. Science Building	<u>\$ 744,000</u>	<u>\$ 810,000</u>
Total	<u>\$ 750,000</u>	
B. Student Center		
C. Dormitories		
1. Dormitory for 300 Students @ \$3,000	\$ 900,000	\$ 900,000
2. Dormitory for 300 Students @ \$3,000	<u>\$ 900,000</u>	<u>\$ 900,000</u>
Total	<u>\$ 900,000</u>	
D. Other		
1. Cafeteria	\$ 610,000	
2. Development of New Athletic Field to make room on campus for New Buildings	250,000	
Total	<u>\$ 860,000</u>	
Total New Construction	<u>\$ 2,504,000</u>	<u>\$ 2,460,000</u>
IV. Utilities, Roads and Walks, Campus Improvements		
1. Additional Water Supply		(1)
2. Cost of Sewerage System, Shared with Town of Boone		(1)
GRAND TOTAL	<u>\$ 2,795,900</u>	<u>\$ 2,460,000</u>
Less: Net Return to the State if Dormitories are one-half Self-Liquidated	450,000	450,000
Total	<u>\$ 2,345,900</u>	<u>\$ 2,010,000</u>

¹ If it is determined that these projects are needed in the period 1961-69 they might be provided under the Provision for Equipment, Emergencies and Contingencies. No estimate has been made regarding these items.

Pembroke State College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Old Main (Replacement of Boiler & Renovate Rear Wing)	\$ 28,000	\$
2. Outdoor Physical Education Facilities	7,000	
3. Renovations to Several Buildings		100,000
Total	<u>\$ 35,000</u>	<u>\$ 100,000</u>
II. Major Additions		
A. Teaching and Educational		
1. Addition to Arts Building for Music Rooms		\$ 75,000
2. Wing on Gymnasium to include two Classrooms & Shower Facilities		100,000
Total		<u>\$ 175,000</u>
III. New Construction		
A. Teaching and Educational		
1. Home Economics Management Units	\$ 30,000	
B. Student Center		\$ 100,000

C. Dormitories			
1. Dormitories for 200 Students @ \$3,000	\$ 600,000	\$ 300,000	
2. Dormitories for 100 Students @ \$3,000			
Total	\$ 600,000	\$ 300,000	
Total New Construction	\$ 600,000	\$ 430,000	

IV. Utilities, Roads and Walks, Campus Improvements			
1. Resurfacing and Widening Campus Roads	\$ 15,000		
GRAND TOTAL	\$ 650,000	\$ 705,000	
Less: Net Return to the State if Dormitories are one-half Self-Liquidated	(1)	150,000	
Total	\$ 650,000	\$ 555,000	

¹ Dormitories for 200 Students at Full Cost

Winston-Salem Teachers College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Renovation and Addition to Dining Hall- Supplement to 1957 Appropriation	\$ 43,500	
2. Renovation of Girls Dormitory	141,600	
3. Renovations to Several Buildings	22,900	
Total	<u>\$ 208,000</u>	
II. Major Additions		None
III. New Construction		
A. Teaching and Educational		
1. Building for Organized Occupational Curricula	\$ 500,000	
B. Student Center	<u>\$ 268,500</u>	
C. Dormitories		
1. Dormitory for 120 Students @ \$3,000	\$ 360,000	
2. Dormitory for 280 Students @ \$3,000	840,000	
Total	<u>\$ 360,000</u>	<u>\$ 840,000</u>
D. Other		
1. Outdoor Physical Educational Facilities- Supplement to 1957 Appropriation	\$ 40,000	
Total New Construction	<u>\$ 400,000</u>	<u>\$ 1,608,500</u>
IV. Utilities, Roads and Walks, Campus Improvements		
1. Campus Lighting	\$ 25,000	
2. Extension of Underground Steam and Utility Lines	54,000	
3. Drives and Walks	23,000	
Total	<u>\$ 102,000</u>	
GRAND TOTAL	<u>\$ 710,000</u>	<u>\$ 1,608,500</u>
Less: Net Return to the State if Dormitories are one-half Self-Liquidated	180,000	420,000
Total	<u>\$ 530,000</u>	<u>\$ 1,188,500</u>

Elizabeth City State Teachers College

	1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions		
1. Renovation of Moore Hall	\$ 100,000	
2. Renovation and Expansion of Dining Hall, Kitchen Storage and Refrigeration	75,000	
3. Renovations to Several Buildings	58,000	
4. Outdoor Physical Education Facilities	11,000	
Total	<u>\$ 244,000</u>	
II. Major Additions		
A. Teaching and Educational		
1. Fine Arts—Gymnasium Building	\$ 100,000	

III.	New Construction		
A.	Teaching and Educational		
1.	Building for Organized Occupational Curricula	\$ 500,000	
B.	Student Center	\$ 150,000	
C.	Dormitory for 100 Students @ \$3,000	\$ 300,000	
	Total New Construction	\$ 950,000	
IV.	Utilities, Roads and Walks, Campus Improvements		
1.	Campus Improvements and Development	\$ 50,000	\$
2.	Communication System	10,000	
3.	Renovate Heating System		75,000
4.	Underground Wiring System		25,000
	Total	\$ 60,000	\$ 100,000
GRAND TOTAL		\$ 304,000	\$ 1,150,000
Less:	Net Return to the State if Dormitories are one-half Self-Liquidated		150,000
Total		\$ 304,000	\$ 1,000,000

Fayetteville State Teachers College

		1959-61	1961-69
I.	Reconstructions, Renovations and Minor Additions		
1.	Renovation of Aycock Building	\$ 36,000	\$
2.	Outdoor Physical Education Facilities	70,500	
3.	Renovation of Smith Administration Building		50,000
4.	Renovations to Several Buildings		100,000
	Total	<u>\$ 106,500</u>	<u>\$ 150,000</u>
II.	Major Additions		
A.	Teaching and Educational		
1.	Renovation and Enlargement of Library		\$ 125,000
III.	New Construction		
A.	Teaching and Educational		
1.	Building for Organized Occupational Curricula	\$ 500,000	
B.	Student Center	\$ 150,000	
C.	Dormitory for 150 Students @ \$3,000	\$ 450,000	
D.	Other		
	1. Physical Education Facilities	\$ 375,000	
	Total New Construction	<u>\$ 1,475,000</u>	
IV.	Utilities, Roads and Walks, Campus Improvements		
1.	Campus Lights and Electric Service Lines	\$ 30,000	
2.	Campus Drainage and New Sewer Lines	66,500	
3.	Roads, Walks, Parking and Recreation Areas	51,850	
	Total	<u>\$ 148,350</u>	
VII.	Equipment		
1.	Freight Elevator and Dumbwaiter for Kitchen	\$ 13,000	
GRAND TOTAL		<u>\$ 267,850</u>	<u>\$ 1,750,000</u>
Less:	Net Return to the State if Dormitories are one-half Self-Liquidated		225,000
Total		<u>\$ 267,850</u>	<u>\$ 1,525,000</u>

North Carolina College at Durham

		1959-61	1961-69
I. Reconstructions, Renovations and Minor Additions			
1. Renovate Administration Building		\$ 100,000	
2. Renovate Closets in Shepard Dormitory		7,000	
3. Replace Locks in Dormitories for Women		4,620	
4. New Covers for Seats in Auditorium		5,400	
5. Stage Lighting in Auditorium		3,500	
6. Shelf Space in Law School		2,000	
7. Dehumidifier for Basement of Law School		500	
8. Waterproofing and Reroofing Buildings		21,000	
9. Cafeteria Renovations		32,000	
10. Renovation to Science Building		25,940	
11. Annex to Auditorium for Dressing Rooms, Toilets and Band Rooms		45,000	
Total		<u>\$ 246,960</u>	
II. Major Additions		None	
III. New Construction			
A. Teaching and Educational			
1. Social Science and Communications Bldg. (or renovate Fine Arts Bldg. and later build new Fine Arts Building)		\$ 500,000	
B. Student Center		\$ 600,000	
1. Student Center and Cafeteria		<u>\$ 600,000</u>	
C. Dormitories			
1. Dormitories for 500 Students @ \$3,000		<u>\$ 1,500,000</u>	
D. Other			
1. Outdoor Physical Education Facilities		\$ 18,000	
Total New Construction		<u>\$ 18,000</u>	<u>\$ 2,600,000</u>
IV. Utilities, Roads and Walks, Campus Improvements			
1. Renovations to Heating System		\$ 11,000	\$
2. Sidewalks and Parking		10,000	
3. Culvert—Dupree Street to Lawson Street		15,000	
4. Parking Facilities			22,000
5. Underground Wiring, Campus Lights, etc.			200,000
Total		<u>\$ 36,000</u>	<u>\$ 222,000</u>
GRAND TOTAL		<u>\$ 300,960</u>	<u>\$ 2,822,000</u>
Less: Net Return to the State if Dormitories are one-half Self-Liquidated			750,000
Total		<u>\$ 300,960</u>	<u>\$ 2,072,000</u>

TABLES

Table I Enrollments as of October 1, 1958 In North Carolina Colleges

HEAD COUNT											FULL-TIME EQUIVALENT										
Residential Academic			Extension			Residential Academic			Extension			GRAND TOTAL			GRAND TOTAL			GRAND TOTAL			
Under-Grad.	Grad.	Prof.	Sub-Total	Vocat.	Under-Grad.	Grad.	Under-Grad.	Prof.	Sub-Total	Vocat.	Under-Grad.	Under-Grad.	Grad.	Under-Grad.	Prof.	Sub-Total	Vocat.	Under-Grad.	Grad.		
University of North Carolina	1,118	984 ¹	7,513	—	2,861	109	10,483	5,411	1,118	984 ¹	7,513	716	27	8,256	—	—	—	—	6,097	—	
North Carolina State College	567	—	5,685	156 ²	1,698	—	—	5,027	433	—	5,460	156 ²	481	—	—	—	—	—	3,345	2,190	
Woman's College	2,230	214	—	2,444	—	25	143	2,612	2,198	106	—	2,304	—	6	35	—	—	—	—	—	
Appalachian State Teachers College	1,997	42	—	2,039	—	15	196	2,250	1,995	42	—	2,037	—	7	146	—	—	—	—	—	
East Carolina College	3,325	7	—	3,332	—	1,062	654	5,045	3,315	7	—	3,322	—	409	312	4,043	—	—	—	—	
Western Carolina College	1,329	—	—	1,329	—	27	226	1,582	1,325	—	—	1,325	—	7	120	—	—	—	1,452	—	
A. and T. College	2,051	21	—	2,072	356 ³	—	—	561	2,021	21	—	2,042	356 ³	—	280	—	—	—	2,678	—	
N. C. College at Durham	1,424	165	23 ⁴	—	1,612	—	—	—	1,412	105	23 ⁴	—	1,540	—	—	—	—	—	—	1,540	
Pembroke State College	434	—	—	434	—	—	—	—	434	409	—	—	409	—	—	—	—	—	—	409	
Elizabeth City State Teachers College	402	—	—	402	25	—	—	427	402	—	—	402	25	—	—	—	—	—	—	427	
Fayetteville State Teachers College	516	—	—	516	69	—	—	—	515	—	—	515	69	—	—	—	—	—	—	584	
Winston-Salem Teachers College	855	—	—	855	—	—	—	—	855	—	—	855	—	—	—	—	—	—	—	855	
Asheville-Biltmore College	341	—	—	341	—	—	—	—	341	212	—	—	212	—	—	—	—	—	—	212	
Charlotte College	551	—	—	551	—	—	—	—	551	396	—	—	396	—	—	—	—	—	—	396	
Carver College	263	—	—	263	—	15	—	—	278	262	—	—	262	—	5	—	—	—	—	267	
Wilmington College (& Williston)	589	—	—	589	—	—	—	589	440	—	—	440	—	—	—	—	—	—	—	440	
Public College Total	26,836	2,134	1,007	29,977	606	5,703	1,889	38,175	26,195	1,832	1,007	29,034	606	1,631	920	32,191	—	—	—	—	
Private White Senior Colleges	16,885	650	1,995	19,550	—	24	—	19,554	15,977	648	1,972	18,597	—	6	—	—	—	—	—	18,603	
Private White Junior Colleges	6,115	—	—	6,115	—	—	—	—	6,115	5,999	—	—	5,999	—	—	—	—	—	—	5,999	
Private Negro Senior Colleges	2,934	—	50	2,984	—	34	—	—	3,018	2,907	—	43	2,950	—	25	—	—	—	—	2,975	
Private Negro Junior Colleges	18	—	10	28	—	—	—	28	18	—	10	28	—	—	—	—	—	—	—	28	
Private College Total	25,952	650	2,055	28,655	0	58	0	28,715	24,901	648	2,025	27,574	0	31	0	—	—	—	—	27,605	
GRAND TOTAL: All N. C. Colleges	52,788	2,784	3,062	55,634	606	5,761	1,889	66,890	51,096	2,480	3,032	56,608	606	1,662	920	59,796	—	—	—	—	
Law, Social Work, Medicine, Dentistry, Library Science, Public Health	(1)	(2)	(3)	Gaston Technical Institute	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	

Table II **Earned Degrees Conferred By North Carolina State-Supported Institutions: By Institution, By Year, By Level of Degree**

		1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958
University of N. C.	B:	476	617	1,075	1,277	1,575	1,507	1,435	1,284	1,116	1,148	1,035	1,188	1,261	1,365
	M:	104	126	248	261	282	330	439	436	321	330	368	377	375	445
	D:	27	10	26	43	57	58	71	70	82	102	87	98	94	73
N. C. State	B:	65	89	361	613	1,128	1,252	921	738	668	603	538	585	757	872
	M:	9	11	20	31	66	65	55	103	116	99	103	114	112	104
	D:	—	—	—	4	13	14	7	11	17	25	24	24	34	24
Woman's College	B:	388	437	414	450	434	284	469	406	442	423	408	362	403	341
	M:	14	10	7	11	19	20	46	86	89	105	94	83	80	94
Appalachian	B:	72	90	136	183	215	206	243	253	270	220	260	278	322	405
	M:	—	—	—	1	—	11	81	117	149	153	128	149	173	148
East Carolina	B:	148	161	153	155	135	312	351	313	368	397	364	459	507	631
	M:	8	5	10	23	11	53	96	102	112	112	78	103	100	120
Western Carolina	B:	46	37	64	76	154	160	116	141	115	161	128	158	213	248
	M:	—	—	—	—	—	—	—	21	93	62	66	57	73	77
A & T	B:	92	78	137	246	265	353	332	328	324	270	271	264	271	279
	M:	3	0	3	2	15	11	15	29	54	65	126	128	108	121
N. C. College	B:	96	107	170	193	213	150	210	196	220	233	226	235	233	247
	M:	—	13	23	29	32	49	44	54	66	98	115	105	105	110
	D:	—	—	—	—	—	—	—	—	—	—	1	—	1	—
Pembroke	B:	4	7	23	24	27	24	17	27	36	25	22	18	35	38
Elizabeth City	B:	128	131	148	143	162	123	111	110	94	111	100	94	79	77
Fayetteville	B:	120	120	127	160	160	153	110	118	111	138	132	129	113	129
Winston-Salem	B:	147	149	163	113	114	94	86	137	127	149	127	130	183	190
Totals		1,947	2,198	3,308	4,038	5,077	5,229	5,255	5,080	4,990	5,029	4,801	5,138	5,632	6,138

85 B: Bachelors and First Professional

M: Masters and Second Professional

D: Doctors (Ph. D., Ed. D., etc.)

Table III Earned Degrees Conferred By North Carolina State-Supported Institutions 1957-58: By Field of Study, By Level of Degree

Field of Study	University of N. C. B M	D	B N. C. State M	D	Woman's College B M	Appalachian B M	East Carolina B M	Western Carolina B M	A & T B M	N. C. College B M	Pem. Eliz. Fay. City Broke B B	Winston- Salem B B	
Agriculture	—	—	—	—	2	—	—	—	—	—	20	—	—
Ag. & Biol. Chemistry	—	—	—	—	4	—	—	—	—	—	—	—	—
Agricultural Economics	—	—	—	—	13	3	1	—	—	—	—	—	—
Agricultural Education	—	—	—	—	52	4	—	—	—	—	3	—	—
Agricultural Engineering	—	—	—	—	12	1	—	—	—	—	—	—	—
Animal Industry	—	—	—	—	34	10	1	—	—	—	9	—	—
Architecture	—	—	—	—	15	—	—	—	—	—	2	—	—
Art	7	—	2	—	—	—	—	—	—	—	1	—	—
Bacteriology	2	—	1	—	—	—	—	—	—	—	—	—	—
Biochemistry	—	—	2	—	—	—	—	—	—	—	—	—	—
Biology	—	—	2	—	—	—	—	—	—	—	21	7	—
Botany	2	—	3	—	1	—	—	—	—	—	24	—	—
Business Administration	271	27	—	—	—	—	—	—	—	—	135	4	62
Business Education	—	—	—	—	—	—	—	—	—	—	—	25	—
Ceramic Engineering	—	—	—	—	7	—	—	—	—	—	—	14	—
Chemical Engineering	—	—	—	—	—	8	1	—	—	—	—	—	—
Chemistry	42	2	—	—	—	22	4	—	—	—	9	—	—
Civil Engineering	—	—	6	—	—	—	7	—	—	—	8	—	—
Civil Eng., Construction	—	—	—	—	—	—	—	—	—	—	—	—	—
Commerce	—	—	3	—	—	—	—	—	—	—	—	—	—
Communications	—	—	1	—	—	—	—	—	—	—	—	—	—
Comparative Literature	—	—	—	—	—	—	—	—	—	—	—	—	2
Dairy Manufacturing	—	—	—	—	—	—	—	—	—	—	—	—	—
Dental Hygiene	—	—	3	—	—	—	—	—	—	—	—	9	—
Dental Surgery	—	—	46	—	—	—	—	—	—	—	—	3	—
Dentistry	—	—	5	—	—	—	—	—	—	—	—	2	—
Dramatic Art	10	12	—	—	—	—	—	—	—	—	—	—	—
Economics	23	—	5	—	—	—	—	—	—	—	—	—	—
Education	148	135	7	—	—	91	4	—	—	—	97	80	146
Electrical Engineering	—	—	—	—	5	3	—	—	—	—	42	—	—
Engineering Mathematics	—	—	—	—	—	6	—	—	—	—	—	—	—
Engineering Physics	—	—	—	—	—	—	—	—	—	—	—	2	—
English	136	25	3	—	—	—	—	—	—	—	21	8	45
Entomology	—	—	—	—	—	2	—	—	—	—	—	3	—
Experimental Statistics	—	—	—	—	—	1	5	4	—	—	—	7	3

B: Bachelors and First Professional

M: Masters and Second Professional

D: Doctors (Ph. D., Ed. D., etc.)

Field of Study	University of N. C. B	N. C. D	N. C. M	State D	Woman's College B	Appalachian B	East Carolina B	Western Carolina B	A & T B	N. C. College B	Pem- Eliz. City B	Fay. broke S.T.C. B	Winston- Salem B	
Field Crops	—	—	19	6	3	—	—	—	—	—	—	—	—	—
Fine Arts	—	—	26	—	—	—	13	3	—	—	—	—	—	—
Forestry Management	—	—	5	3	1	4	—	—	—	—	—	—	—	—
Forestry	—	—	—	—	12	—	2	—	—	—	8	—	—	—
French	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Furniture Manufacturing	—	—	2	2	—	—	—	—	—	—	—	—	—	—
Genetics	—	—	—	—	7	—	—	—	—	—	—	—	—	—
Geography	—	—	9	2	1	2	—	—	—	—	—	—	—	—
Geological Engineering	—	—	1	—	—	—	—	—	—	—	1	—	—	—
Geology	—	—	—	—	—	—	—	—	—	—	—	4	—	—
German	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Grammar	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Greek	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Health Education	—	—	—	—	16	—	—	—	—	—	—	—	—	—
Heating & Air Conditioning	—	—	120	12	7	—	—	16	—	—	—	—	—	—
History	—	—	—	—	—	7	—	—	—	—	1	2	8	—
Home Economics	—	—	—	—	—	33	2	—	—	36	—	—	—	—
Horticulture	—	—	—	—	—	—	—	—	46	8	—	—	—	—
Industrial Arts	—	—	—	—	—	61	1	—	—	—	—	23	—	—
Industrial Education	—	—	—	—	—	33	—	—	—	—	—	—	—	—
Industrial Engineering	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Indus. & Rural Recreation	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Industrial Management	—	—	44	2	—	—	—	—	—	—	—	—	—	—
Industrial Relations	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Journalism	—	—	20	3	—	—	3	—	—	—	—	—	—	—
Landscape Architecture	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Latin	—	—	1	—	—	—	—	—	—	—	—	—	—	—
Law	—	—	69	17	—	—	—	—	—	—	—	—	—	—
Library Science	—	—	6	8	—	—	—	—	—	—	—	—	—	—
Mathematics	—	—	16	2	—	—	—	—	—	—	4	11	2	—
Mathematics Education	—	—	—	—	—	—	13	—	—	32	—	—	—	—
Mechanized Agriculture	—	—	—	—	—	—	10	—	—	—	—	—	—	—
Mechanical Engineering	—	—	—	—	—	—	55	2	—	—	—	—	9	—
Mechanical Eng., Aeronautical	—	—	—	—	—	—	23	—	—	—	—	—	—	—
Mechical Technology	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Medicine	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Metallurgical Engineering	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Mineral Industries	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Music Education	—	—	5	6	—	—	—	—	—	—	2	—	26	—
Nuclear Engineering	—	—	—	—	—	—	—	—	—	—	—	14	—	8
						—	—	—	—	—	—	37	—	—

Table III (Continued)

Field of Study	University of N. C.	B	M	D	B	N. C. State	M	D	B	M	Woman's College	B	M	B	M	Appalachian	B	M	B	M	Western Carolina	B	M	A & T	B	M	N. C. College broke	City	S.T.C.	Pem.	Eliz.	Fay.	Winston-Salem
Nursing	45	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6		
Nursing School Education	—	—	—	—	5	—	—	—	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Occupational Infor. & Guid.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Orthodontics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Pedodontics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Pharmacy	45	1	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Physics	7	1	—	1	—	—	—	—	12	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Physical Education	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Physiology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Plant Pathology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Plant Physiology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Political Science	54	7	—	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Poultry Science	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Primary Education	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Psychology	29	8	—	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Public Health	5	97	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Public Health Nursing	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Public School Music	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Pulp and Paper Technology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Radio and TV	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Recreation	1	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Regional Planning	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Religion	5	—	—	—	—	—	—	—	2	—	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Romance Languages	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Rural Sociology	—	—	—	—	—	—	—	—	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Sanitary Engineering	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
School Librarianship	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Science	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Science Teaching	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Secretarial Administration	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Social Work	20	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Sociology	38	8	—	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Soils	—	—	—	—	—	—	—	—	5	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Spanish	4	1	—	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Statistics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Textiles	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Wildlife Conservation	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Wood Products Merchandising	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Wood Technology	11	3	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Zoology	1365	445	73	872	104	24	341	94	405	148	631	120	248	77	279	121	247	110	38	77	129	190	—	—	—	—	—	—	—	—	—		

Table IV Student-Credit-Hour Production By Subject Areas in North Carolina State-Supported Colleges in Regular Session 1957-58

Data are displayed in student-quarter-hours; semester-credit-hours have been converted to quarter-credit-hours. Courses in Clinical Medicine are not included. Only those vocational trade courses which are offered for credit are included.

Subject Area	Per Cent of Total			Total Student Quarter Hours	L	U	UG	G
	Regular Session	Production	Quarter					
AGRICULTURE:								
Agronomy, Agricultural Engineering	0.71%	9,382	4,774	3,660	609	339		
Animal Industry, Poultry, Dairying, Genetics	0.41%	5,334	2,004	1,992	1,104	234		
Agricultural Economics & Rural Sociology	0.30%	3,885	868	2,149	472	396		
Agricultural Education	0.14%	1,860	199	1,340	208	113		
ARCHITECTURE								
ART	0.45%	5,851	2,629	2,925	297	—		
BACTERIOLOGY	1.78%	23,385	13,410	9,333	268	374		
BIOLOGY, BOTANY, ZOOLOGY, ENTOMOLOGY	0.22%	2,923	480	863	1,503	77		
BUSINESS: Administration and Accounting	4.73%	62,147	52,811	5,215	2,976	1,145		
SECRETARIAL SCIENCE	3.95%	51,844	10,388	23,577	16,006	1,873		
CITY AND REGIONAL PLANNING	2.01%	26,371	21,673	4,676	—	22		
CHEMISTRY	4.58%	60,165	49,290	6,876	3,021	978		
DENTISTRY	0.02%	324	—	—	—	324		
DRAMA, RADIO, TV	0.99%	12,940	584	—	12,129	227		
EDUCATION	0.46%	6,066	3,189	2,051	575	251		
ENGINEERING: Ceramic	6.40%	84,032	10,236	55,304	5,083	13,409		
Chemical	0.03%	410	144	182	54	30		
Civil	0.18%	2,410	534	1,374	306	196		
Electrical	0.95%	12,505	3,304	8,117	1,024	60		
Industrial	1.34%	17,581	5,813	8,834	2,651	283		
Mechanical	0.50%	6,626	1,641	4,863	122	—		
2.27%	29,767	9,890	18,748	922	207			
11.59%	152,172	120,397	26,757	2,335	2,683			
FOREIGN LANGUAGE: Classical	0.60%	7,849	3,254	3,303	1,139	153		
Modern	3.91%	51,264	46,081	3,185	1,224	774		
FORESTRY AND WILDLIFE	0.33%	4,305	1,078	2,247	915	65		
GENERAL SCIENCE	0.58%	7,597	6,324	898	327	48		
GEOGRAPHY AND GEOLOGY	2.64%	34,717	25,445	5,765	2,741	766		
HISTORY	7.23%	94,964	75,215	11,224	6,919	1,606		
HOME ECONOMICS	1.07%	13,985	5,857	6,453	1,370	305		
INDUSTRIAL ARTS	0.41%	5,390	3,778	1,375	237	—		
INDUSTRIAL ARTS EDUCATION	0.32%	4,172	2,111	1,745	261	55		

Table IV (Continued)

Subject Area	Per Cent of Total Regular Session Production	Total Student Quarter Hours	L	U	UG	G
JOURNALISM	0.15%	1,941	42	1,340	518	41
LAW	0.74%	9,716	—	1,175	—	8,541
LIBRARY SCIENCE	0.27%	3,556	256	2,432	214	654
MATHEMATICS	7.96%	104,452	91,550	6,277	5,606	1,019
MEDICINE: Anatomy, Biochemistry, Pathology	0.80%	10,546	242	1,128	8,942	234
Pharmacology	0.66%	8,618	1,569	5,771	1,086	192
MILITARY SCIENCE	1.76%	23,088	17,596	5,492	—	—
MUSIC: Theory	1.48%	19,492	12,449	6,286	419	338
Applied	0.64%	8,438	4,414	3,730	—	294
NURSING	0.81%	10,569	5,622	4,630	105	212
PHILOSOPHY AND RELIGION	1.16%	15,191	7,108	6,954	949	180
PHYSICAL EDUCATION: Physical Education	4.45%	58,435	41,362	15,481	478	1,114
Health Education	1.33%	17,495	13,341	3,851	54	249
Recreation	0.21%	2,731	910	1,731	—	90
PHYSICS	2.70%	35,314	28,707	4,197	1,609	801
POLITICAL SCIENCE, GOVERNMENT, ECONOMICS	4.90%	64,298	35,449	21,346	6,544	959
PUBLIC HEALTH	0.53%	6,945	76	222	4,424	2,223
PSYCHOLOGY	3.34%	43,798	22,070	17,083	3,367	1,278
SOCIOLOGY	3.67%	48,231	12,479	27,165	5,521	3,066
STATISTICS	0.36%	4,731	—	2,004	1,669	1,058
TEXTILES	0.79%	10,357	2,932	6,185	1,072	168
VOCATIONAL TRADES (College Credit)	0.19%	2,493	2,493	—	—	—
TOTALS	(100.00%)	1,312,658	784,068	369,511	109,375	49,704
PERCENT OF TOTAL		(59.6%)	(28.2%)	(8.3%)	(3.9%)	

L: Freshman-Sophomore
U: Junior-Senior

UG: Advanced Undergraduate-Graduate
G: Graduate

%: Subject area percentage of the total credit hour production of each institution.

Table V State Appropriations for Operation of North Carolina Public Institutions, Enrollments as of October of Each Year, and North Carolina Per Capita Personal Income

	Total Appropriations	Appropriated for Degree-Granting Institutions	Appropriated for Related Educational Activities and Services (1)	Enrollment (Oct. each year)	N. C. Per Capita Personal Income
1947-48	\$ 6,204,786	\$ 4,815,896	\$ 1,388,890	24,385	\$ 894(1947)
1948-49	8,489,363	6,716,308	1,773,055	24,188	943
1949-50	10,928,935	8,056,622	2,872,313	24,413	919
1950-51	11,711,807	8,661,134	3,050,673	23,965	1,009
1951-52	12,981,301	9,250,310	3,730,991	21,908	1,114
1952-53	17,143,132	11,498,219	5,644,913	22,357	1,149
1953-54	18,333,176	12,406,329	5,926,847	22,982	1,165
1954-55	18,662,401	12,600,825	6,061,576	23,867	1,196
1955-56	18,513,879	12,186,322	6,327,557	25,968	1,279
1956-57	19,675,646	13,134,809	6,540,837	28,228	1,333
1957-58	24,022,661	15,835,342	8,187,319	28,414	1,317
1958-59 Est.	25,053,945	16,424,576	8,629,369	29,977	
1959-60 Req.	33,047,043	21,687,138	11,359,905		
1960-61 Req.	34,096,702	22,317,990	11,778,712		

(1) Division of Health Affairs, N. C. Memorial Hospital, Psychiatric Center, Institute for Fisheries Research, WUNC-TV, Agricultural Experiment Station, Cooperative Agricultural Extension, Industrial Experiment Program, Grants in Aid to Community Colleges, Board of Higher Education.

Sources: The Budget of the State of North Carolina
 North Carolina Public School Bulletin, February 1958
 Survey of Current Business, August 1958
 Personal Income by States Since 1929 (September 1956)

Table VI Student Financial Aid in North Carolina State-Supported Colleges in 1956-57 and 1957-58

PART 1—SCHOLARSHIPS (GRANTS AND AWARDS)

SCHOLARSHIPS AWARDED IN 1956-57							SCHOLARSHIPS AWARDED IN 1957-58					
No.	Non-Athletic Amount	No.	Athletic Amount	No.	Total Amount	No.	Non-Athletic Amount	No.	Athletic Amount	Total Amount		
University of North Carolina	574	\$255,600	145	\$152,000	719	\$407,600	604	\$277,200	158	\$154,031	762	\$431,231
N. C. State College	603	183,262	130	112,241	733	295,503	832	296,754	145	123,330	977	420,084
Woman's College	325	33,710	0	0	325	33,710	347	46,083	0	0	347	46,083
Appalachian State Teachers College	3	750	51	19,472	54	20,222	57	8,257	58	23,200	115	31,457
East Carolina College	96	33,375	58	36,255	154	69,630	199	50,483	58	31,412	257	81,895
Western Carolina College	26	4,300	50	18,960	76	23,260	29	4,730	51	19,029	80	23,759
A & T College	160	20,068	56	33,845	216	53,913	192	41,744	46	30,064	238	71,808
N. C. College at Durham	40	12,855	75	6,000	115	18,855	40	8,596	100	10,371	140	18,967
Pembroke State College	6	600	0	0	6	600	7	650	15	2,210	22	2,860
Elizabeth City State Teachers College	10	1,000	0	0	10	1,000	10	1,000	0	0	10	1,000
Fayetteville State Teachers College	7	625	32	3,480	39	4,105	30	3,466	0	0	30	3,466
Winston-Salem Teachers College	22	2,230	0	0	22	2,230	22	2,230	0	0	22	2,230
Asheville-Biltmore College	20	1,957	10	2,400	30	4,357	14	1,546	10	2,400	24	3,946
Charlotte College	28	4,000	0	0	28	4,000	32	5,200	0	0	32	5,200
Carver College	0	0	0	0	0	0	17	2,340	0	0	17	2,340
Wilmington College (and Williston Unit)	0	0	0	0	0	0	4	1,000	0	0	4	1,000
Totals	1920	\$554,332	607	\$384,653	2527	\$938,985	2436	\$751,279	641	\$396,047	3077	\$1,147,326

PART 2—TEACHING FELLOWSHIPS (Including classroom instructors, laboratory assistants, research assistants, paper graders, etc.)

	TEACHING FELLOWSHIPS IN 1956-57						TEACHING FELLOWSHIPS IN 1957-58					
	Undergraduate No.	Graduate Amount	No.	Total Amount	Undergraduate No.	Graduate Amount	No.	Total Amount	Undergraduate No.	Graduate Amount	No.	Total Amount
University of North Carolina	0	0	357	\$430,000	357	\$430,000	0	0	420	\$520,000	420	\$520,000
N. C. State College	0	0	254	471,800	254	471,800	0	0	254	471,800	254	471,800
Woman's College	42	6,707	13	13,903	55	20,610	51	7,621	14	16,710	65	24,331
Appalachian State Teachers College	0	0	27	19,000	27	19,000	0	0	26	20,100	26	20,100
East Carolina College	0	0	10	4,000	10	4,000	0	0	10	4,000	10	4,000
Western Carolina College	10	2,250	0	0	10	2,250	11	2,475	0	0	11	2,475
A & T College	0	0	0	0	0	0	0	0	9	4,500	9	4,500
N. C. College at Durham	0	0	30	4,000	30	4,000	0	0	40	4,000	40	4,000
Pembroke State College	0	0	0	0	0	0	0	0	0	0	0	0
Elizabeth City State Teachers College	0	0	0	0	0	0	0	0	0	0	0	0
Fayetteville State Teachers College	0	0	0	0	0	0	0	0	0	0	0	0
Winston-Salem Teachers College	0	0	0	0	0	0	0	0	0	0	0	0
Asheville-Biltmore College	0	0	0	0	0	0	0	0	0	0	0	0
Charlotte College	0	0	0	0	0	0	3	300	0	0	3	300
Carver College	0	0	0	0	0	0	8	400	0	0	8	400
Wilmington College (and Williston Unit)	0	0	0	0	0	0	0	0	0	0	0	0
Totals	52	\$8,957	691	\$942,703	743	\$951,660	73	\$10,796	773	\$1,041,110	846	\$1,051,906

PART 3—CAMPUS BY-THE-HOUR JOBS AND POSITIONS
 (including library assistants, secretarial workers, etc.)

	CAMPUS PAYROLL, 1956-57		CAMPUS PAYROLL, 1957-58		Estimated number of off-campus full & part-time jobs held by students during regular session 1956-57
	No. of Students	Amount	No. of Students	Amount	
University of North Carolina	600	\$316,720	905	\$350,000	75
N. C. State College	332	71,552	332	71,551	1,000
Woman's College	478	68,383	577	80,700	40
Appalachian State Teachers College	188	41,600	207	53,895	0
East Carolina College	390	77,071	425	81,859	300
Western Carolina College	111	5,842	113	5,928	12
A & T College	225	33,968	235	37,237	15
N. C. College at Durham	200	50,552	213	51,529	2,500
Pembroke State College	0	0	24	2,254	110
Elizabeth City State Teachers College	88	21,566	109	25,000	10
Fayetteville State Teachers College	180	25,700	176	27,423	10
Winston-Salem Teachers College	200	49,789	215	53,238	6
Asheville-Biltmore College	10	1,500	12	1,600	6
Charlotte College	0	0	0	0	50
Carver College	0	0	8	100	90
Wilmington College (and Williston Unit)	0	0	12	3,815	300
Totals	3,002	\$764,243	3,563	\$846,129	4,481

PART 4—STUDENT LOAN FUNDS

	STUDENT LOAN FUNDS IN 1956-57			STUDENT LOAN FUNDS IN 1957-58		
	Loans Granted No.	Outstanding Loans Amount	Total Assets at End of School Year	Loans Granted No.	Outstanding Loans Amount	Total Assets at End of School Year
University of North Carolina	592	\$144,945	1103	\$382,359	\$885,357	
N. C. State College	185	39,895	420	77,162	44,260	
Woman's College	48	10,018	332	47,872	105,372	
Appalachian State Teachers College	44	7,700	175	34,974	40,004	
East Carolina College	24	2,355	23	2,851	41,207	
Western Carolina College	26	3,200	95	16,154	55,392	
A & T College	75	4,408	100	6,063	6,063	
N. C. College at Durham	335	9,971	0	0	8,000	
Pembroke State College	15	1,075	9	535	988	
Elizabeth City State Teachers College	0	0	0	0	0	
Fayetteville State Teachers College	7	700	10	976	3,342	
Winston-Salem Teachers College	9	700	30	2,070	4,000	
Asheville-Biltmore College	0	0	0	0	0	
Charlotte College	0	0	0	0	3	105
Carver College	0	0	0	0	0	0
Wilmington College (and Williston Unit)	0	0	0	0	0	0
Totals	1360	\$224,967	2297	\$572,016	\$1,193,985	

	STUDENT LOAN FUNDS IN 1956-57			STUDENT LOAN FUNDS IN 1957-58		
	Loans Granted No.	Outstanding Loans Amount	Total Assets at End of School Year	Loans Granted No.	Outstanding Loans Amount	Total Assets at End of School Year
University of North Carolina	588	\$164,648	1301	\$452,692	\$905,338	
N. C. State College	136	34,032	588	105,813	117,934	
Woman's College	102	22,510	372	63,666	107,000	
Appalachian State Teachers College	50	8,836	180	35,876	41,421	
East Carolina College	30	4,066	30	4,336	44,753	
Western Carolina College	25	3,000	84	16,601	55,542	
A & T College	94	5,044	125	6,388	6,388	
N. C. College at Durham	559	7,694	0	0	0	8,000
Pembroke State College	20	1,552	12	797	1,017	
Elizabeth City State Teachers College	0	0	0	0	0	0
Fayetteville State Teachers College	17	820	14	2,411	3,360	
Winston-Salem Teachers College	5	500	30	2,070	4,000	
Asheville-Biltmore College	0	0	0	0	0	0
Charlotte College	3	105	0	0	0	105
Carver College	0	0	0	0	0	0
Wilmington College (and Williston Unit)	1629	\$252,807	2736	\$690,650	\$1,294,858	

Table VII Regular Session Tuition, Fees and Charges for Undergraduate Students in State-Supported Institutions, 1958-59

(Excludes laboratory fees, books and supplies, and various deposits)

	N. C. Resident	N. Non- Resident	Registra- tion Fee	Medical Fee	Library Fee	Activi- ties Fee	Dormitory Room Rent	Board (Est.)	Laundry (Est.)	Day Student Occupancy Fee	N. C. Resident	Average Cost Non-Resident
University of North Carolina	\$150.00	\$500.00	\$14.00	\$15.00	\$ 4.50	\$59.50	\$170.00	\$450.00	\$40.00	\$ 903.00	\$1,215.00	\$1,253.00
North Carolina State College	150.00	500.00	66.00	12.00		58.00	170.00	500.00	50.00		1,006.00	1,356.00
Woman's College	150.00	500.00	77.00	15.00		48.00	130.00	300.00	40.00		760.00	1,110.00
East Carolina College	117.00	300.00	30.00	15.00		33.00	120.00	400.00	24.00		739.00	922.00
A and T College	130.50	400.00	6.00	15.00		3.00	26.50	128.25	193.25	18.00	49.50	520.50
Western Carolina College	105.00	300.00	24.00	12.00		60.00	105.00	297.00	24.00		627.00	822.00
Appalachian State Teachers College	105.00	300.00	30.00	10.50		45.75	108.00	225.00	30.00		554.25	749.25
Pembroke State College	80.00	240.00	16.00			5.00	33.00	54.00	325.00			513.00
Winston-Salem Teachers College	81.00	276.00	15.00	5.00		6.00	15.00	54.00	297.00	18.00	30.00	491.00
Elizabeth City State Teachers College	81.00	276.00	18.00	18.00		3.00	20.00	72.00	225.00	36.00	21.00	473.00
Fayetteville State Teachers College	81.00	276.00	18.00	12.00		3.00	18.00	50.00	283.00	41.00	24.00	506.00
N. C. College at Durham	130.50	500.00	20.00	16.50		10.00	21.00	110.00	275.00			952.50
Asheville-Biltmore College	200.00		10.00			3.00	28.00					583.00
Carver College	180.00		15.00				12.00					241.00
Charlotte College	180.00	360.00	15.00				15.50					207.00
Wilmington College			210.00				15.00					210.50
												390.50
												240.00

Note: Dormitory room rent for girls at the University of North Carolina is \$215.00, and board for girls in Spencer Dining Hall is \$397.25. Dormitory room rent at East Carolina College has been increased to \$132.00 beginning September 1959.

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